SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SAHEED KSHUDIRAM COLLEGE

COLLEGE ROAD, SAHEED KSHUDIRAM COLLEGE
736202
www.saheedkshudiramcollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Saheed Kshudiram College came into existence in 1996 as a co-educational institution affiliated to the University of North Bengal. The college is situated at Kamakhyaguri, Kumargram CD Block, under the Alipurduar district of West Bengal, and is geographically located in a rural area adjacent to the Assam border. It was established through the initiatives of a group of eminent academicians and social activists who recognized the importance of higher education in the development of the remote and backward areas of the state. Situated by National Highway 31C, the college is well connected with the Alipurduar District Headquarters and other important places in West Bengal.

The college had a humble beginning, starting with just two rooms in an adjacent building of Kamakhyaguri High School at Kamakhyaguri, with a total of 79 students. It initially offered degree courses in five Arts subjects. On July 29, 2002, the college was shifted from Kamakhyaguri High School to its present location. The college received permanent affiliation from North Bengal University on June 13, 2003, and received recognition from the University Grants Commission (UGC) under 2(f) and 12(B) as SaheedKshudiram College on January 29, 2004.

It is the only college in this area with 7,588 students. The college occupies approximately 6.77 acres (27,397 sq. meters) of land, with 2,194.52 sq. meters of built-up area and three separate buildings. The College offers Bengali, English, Geography, History, Philosophy, Political Science, and Sanskrit as BA Honors Programs, and Education and Physical Education as BA General Programs. Additionally, a BSc General Program was introduced in 2015, offering courses in Chemistry, Mathematics, and Physics.

Overcoming numerous challenges in its pursuit of excellence, the college has been eliminating the darkness of ignorance from the minds of rural, scheduled caste, and tribal communities and equipping them with quality higher education to meet the demands and challenges of a rapidly changing world. The institution stands as the alma mater of numerous accomplished individuals who have significantly contributed to knowledge, politics, the economy, and society. The flame of learning continues to burn bright, enlightening the dark corners of North Bengal.

Vision

- Equity and Inclusion: Commitment to equitable access, regardless of socio-economic status or background.
- Holistic Development: Integration of academic rigor with critical thinking, creativity, and communication skills.
- Community Engagement: Actively collaborating with local stakeholders for positive socio-economic change.
- Environmental Sustainability: Advocacy for conservation and eco-friendly practices in the Himalayan foothills.
- Local Empowerment, Global Engagement: Nurturing local talent while engaging with global knowledge networks.
- Inclusivity and Accessibility: Providing quality education for all, fostering a culture of lifelong learning.

Mission

- Empowerment through Education: Accessible and inclusive education for marginalized communities, emphasizing lifelong learning and skill development.
- Promotion of Diversity and Inclusion: Celebrating cultural diversity, creating an inclusive environment, and valuing all backgrounds.
- Academic Excellence and Innovation: Rigorous programs fostering innovation and research to tackle local and global challenges.
- Community Engagement and Social Responsibility: Collaborating with stakeholders for sustainable development, advocating for community service.
- Environmental Stewardship and Sustainability: Promoting conservation practices, integrating sustainability into curriculum and operations.
- Promotion of Entrepreneurship and Employment Opportunities: Providing entrepreneurial education, facilitating internships, and job placements.
- Cultural Preservation and Heritage Conservation, and Tourism Development and Sustainable Growth:
- Continuous Improvement, Quality Assurance, and Global Engagement and Collaboration:

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Robust teacher-student bonding and Fostering a wholesome mentor-mentee relationship
2. Demonstrating a consistent track record of academic excellence, the college has produced numerous toppers featured in the University Merit List, gaining admissions to the premier institute
3. Integration of Wi-Fi connectivity on the campus
4. Higher enrollment ratio in the college, which is 92.74 percent,
5. Maintenance of higher student security through CCTV surveillance
6. Digitized and automated Office
7. Large Playground in the college
8. Successfully running 4 NSS Program Units and a Female NCC Cadet wing
9. The democratization of the institution's policy ensures the rotational mechanism of the different administrative posts.
10. The central library of the college is automated with KOHA (Open Source software). The library is integrated with NLIST (College Component of Shodhsindhu) and is equipped with a folk Museum.
11. Functional ICC, Grievance redressal, Anti Ragging cell, Anti Sexual Harassment cell, SC/ST/OBC/Minority Cell, and Nature club
12. Large Campus: 6.77 acres (27,397 sq. meters) along with two playgrounds. The college has 3 separate buildings along with 9 ICT-enabled classrooms 2 seminar halls,
13. Good Track record in Sports and Games
14. 54.43 per cent of students have received an amount of Rs. 30.19 lakhs as a scholarship.
15. The college has a very good connection to the internet, with more than 100 Mbps.
16. Female enrollment exhibited a steady upward trend, increasing from 51.3% in 2018-19 to 56.4% in 2022-23, while male enrollment experienced a slight decline over the years. This trend suggests a progressive narrowing of the gender gap in educational access and participation.

Institutional Weakness

1. Inadequate number of regular faculty members in many departments. Current Teacher Students Ratio is 1:205
2. Inadequate non-teaching Staff Members.
3. The college is located in a tribal-dominated and farthest rural block of West Bengal where the majority of the students come from impoverished socio-economic backgrounds. Most of the Parents of the students earn their livelihood from daily wages and as tea garden workers. The poverty of the students has been creating hindrances for the growth of the students.
4. The hinterland of the college is very wide; students come from the inaccessible Indo-Bhutan border areas and also from the nearest state Assam. The transport and communication problem is a very vital obstacle to the students due to expensive transport costs and inadequate mode of transport options to attend the college daily. The college has no boys and girls hostel to resolve the said problem.
5. Being an undergraduate college, at present the college has a limited scope to conduct research programmes. Besides, the college has very little scope for research collaboration.
6. The placement cell of the college has been trying to do its best. However, being located in a non-industrial belt, the college doesn't have too much opportunity to successfully conduct industrial collaboration. Therefore, the placement opportunity is comparatively low.
7. The college has limitations in its infrastructural facilities. The college has no gymnasium. The number of classrooms is insufficient to conduct extra classes. The college has no statistical unit for properly recording all institutional co-curricular and extracurricular activities happening in the college.
8. Insufficient number of text and reference books in the library. The space of the reading room is insufficient.
9. The computer ratio in the college is poor (1:446).
10. The college lacks academic autonomy at UG levels, and its contribution to curriculum designing and modification is negligible

Institutional Opportunity

1. A higher enrolment ratio of the college indicates its acceptability in society. It's a great opportunity for the college to build the next generation of the surrounding area as capable and responsible citizens.
2. There is substantial potential for enhancing library resources by incorporating a full automation process. Besides, the library can be shifted to a new building with enough space for a reading room. The number of books, journal subscriptions, and computers for students may be increased for the benefit of the stakeholders.
3. There is substantial potential for enhancing the laboratory resources for science and geography departments by incorporating incubation centers.
4. Formation of in-house, interdisciplinary, and external academic linkage through collaborative projects and research activities that could be enhanced over time. Opportunities for establishing additional linkages with other national and international institutions and organizations to enhance the quality.
5. The college is located within a radius of 1 km of the 31C national highway and connected by a pucca road.
6. The NSS and NCC of the college may take a leading role in the direct knowledge transformation of society through various extension activities. Besides, the Nature Club, Disaster Management Cell, Women's Cell, Gender Sensitization Cell, SC/ST/OBC, and Minority Cell of the College may play a pivotal role in imparting and channeling institutional knowledge to society, promoting gender neutrality.
7. The college is suitable to open regular P.G. programs on history, Bengali, political science, geography,

and english. Besides, the college may open several UG courses in different science disciplines like Zoology, Botany. Besides, several honors programs may be initiated.

8. The college may open a separate boys and girls hostel, a science building, and a and a library building.
9. The college may ensure effective and active support from alumni.
10. The college may play a role in encouraging more research activities, research publications by initiating a college funded research project for teachers and students. More national, international seminars may be organized.
11. The college may carry out surveys, fieldwork, and projects to understand and address the local socio-political imbalances, including health-hygiene and poverty.

Institutional Challenge

1. The low family income levels correlate with low parental education, particularly with fathers (31.2% with 8th grade, 30.0% with primary education) and mothers (32.9% with 8th grade, 31.0% with primary education).
2. The high percentage of rural students (95.7%) correlates with limited access to educational infrastructure and resources, contributing to overall backwardness.
3. The significant representation of SC (45.9%) and ST (11.2%) students highlights systemic barriers these communities face, including discrimination and fewer economic opportunities, affecting their overall educational experience and outcomes.
4. The high unemployment rate among fathers (35.7%) and the predominance of housewives (96.4%) among mothers correlate with low family incomes. A majority of families earn between 5K and 10K INR per month (72.7%), with 25.2% earning between 1K and 5K INR. This indicates severe financial constraints.
5. The unusual delay by the State Government in filling up teaching and non-teaching posts
6. Insufficient resources and delayed funding causes hindrance for the further development of the college infrastructure to substantiate the vulnerable stakeholders
7. the college still needs more infrastructure for the further development of the institution.
8. More laboratory spaces are needed for progressive development.
9. The main motto of the students and parents is to achieve Government jobs after completing a college education. This is very difficult when job opportunities are constantly reduced
10. The huge intake capacity is itself a challenge to provide quality teaching for the huge number of programme course, and pass student
11. The policies and programs undertaken that are inclusive and equitable may sometimes be critical and challenging in practice.
12. We have serious problems with creating industrial linkages due to a lack of nearby multipurpose industries except for tea gardens.
13. Implementation of new subjects and courses according to present demand is very difficult due to the faculty crisis, The poor economic background of the students, the implementation of self-finance courses are also challenging factors.
14. ERP integrates various institutional processes and functions across an educational organization into a single, unified system. We are further looking forward to integrating the entire system through ERP but raising the fund is challenging
15. The college does not have a computer science department

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College follows the syllabus prepared and circulated by the University of North Bengal. As an affiliated college, the institution has little flexibility in making decisions on curriculum planning and designing except participation in the Board of Studies (1 teacher as members of BOS in 2023).

In aspects of curriculum delivery, it caters to this task through well-maintained and documented processes such as preparing an academic calendar, conducting continuous evaluations, interdepartmental faculty exchanges, and other innovative teaching mechanisms. The Academic Calendar is also prepared based on the broad timeline received from the affiliating University. The Academic Calendar is circulated among the teaching staff so that they can plan and execute their departmental activities accordingly. A class routine is prepared by the Routine Committee at the beginning of each semester.

As part of academic flexibility, the majority of the departments successfully conduct Add-On Courses with satisfactory responses from the students. These courses are mostly beyond the regular curriculum, practically oriented, and focus on the development of multiple skills and expertise. Regarding curriculum enrichment, the institute seeks to promote awareness among students regarding 'Professional Ethics,' 'Human Values,' 'Gender,' 'Environment and Sustainability,' adhering to the prescribed curriculum and also beyond it. Academic departments encourage students to undertake projects, fieldwork, and internships so they gain experience for higher levels of academic or professional engagement in the future.Beyond academic confines, the NSS orchestrates various character-building ventures throughout the year. Activities such as cleanliness and plantation drives, World Environment Day celebrations, and awareness programs on water conservation and plastic hazards instill a sense of responsibility in college youth. Obtaining feedback on the academic and overall services provided by the college from stakeholders such as students, teachers, employers, and alumni, and directing and redirecting actions based on the obtainable reports, the institution reviews its activities and takes measures.

CBCS was introduced across all the programmes from the session 2018-19. However, from the session 2023-24, following UGC guidelines and directions from the University of North Bengal, the Four-Year UG Program under NEP has been implemented for students taking admission into Semester I.

Teaching-learning and Evaluation

The student enrollment percentage in the college is 92.74%. The numbers of students enrolled during the last five years are 2024, 2127, 2450, 2905, and 2233 during the academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23, respectively. Admission to the college is conducted through a 100% transparent process, from distribution to publication of merit positions, following the guidelines of the University of North Bengal. The details regarding the admission process are displayed on the college notice board and uploaded to the institutional website. The percentage of seats filled against reserved categories (SC, ST, OBC, etc.) as per the applicable reservation policy for first-year admission during the last five years is 100%. The majority of the students are female.

The teacher-student ratio of the college is poor (1:199.86). The total sanctioned posts in the college are 38, of which 37 faculty members are currently employed. During the last five years, 66.9% of full-time teachers have NET/SET/SLET/Ph.D. qualifications. The college has adopted various student-centric methods, such as

experiential learning, participative learning, and problem-solving methodologies. Teachers use nine ICT-enabled classrooms and other ICT tools, including online resources, for effective teaching and learning processes.

The mechanism of internal/external assessment is transparent, and the grievance redressal system is time-bound and efficient. External examinations are handled by the affiliating university and executed by the examination committee of the college under the supervision of the head of the institution as a venue in charge. Cumulative internal examinations are managed by the examination committee with the help of various academic departments. The process of internal cumulative evaluation is determined by the concerned department and includes seminars, class tests, group discussions, etc.

Various academic departments prepare Programme Outcomes (POs) and Course Outcomes (COs) for all programs offered by the institution, which are displayed on the website. Students are sensitized to these outcomes. The attainment of the program outcomes is calculated, and appropriate measures are suggested to the departments. The pass percentage of students during the last five years (excluding backlog students) is 78.17%.

Research, Innovations and Extension

The College has a dedicated research cell that tracks the research projects undertaken by the teachers. The members of the research cell assist teachers in applying to various bodies for the sanction of funds to organize seminars and periodical lectures. Mr. Haripada Paul received a grant of 1.2 lakhs from UGC for an MRP. The college has organized seminars and programs on the Indian Knowledge System (IKS). Additionally, the college has established an IPR cell to promote awareness about IPR for the creation and transfer of knowledge.

A good number of teachers have a total of 41 publications in UGC Care-listed journals over the last five years. Besides, the faculty members have produced 16 publications as book chapters during the last five years.

Over the past five years, Saheed Kshudiram College has actively engaged in various extension activities through its NSS and NCC units. These initiatives, focusing on health, hygiene, environmental awareness, and social issues, have significantly impacted the local community and sensitized students to pertinent social issues, contributing to their holistic development. The college organized blood donation camps which saw substantial participation. Other awareness initiatives aimed at educating the community on critical social issues ensured a more informed and proactive populace. During the pandemic, the college's NSS unit organized several activities, including quarantine center support, sanitization drives, and safety and hygiene awareness programs, benefiting hundreds in Kumargram Block and Kamakhyaguri.

The NCC unit has also been active, focusing on discipline, national pride, and social awareness, including a Gender Issue Motivational Lecture to raise awareness about gender equality. Additionally, the NCC unit participates in the Republic Day Parade to promote national pride and social awareness.

The extension activities of Saheed Kshudiram College have made a tangible impact on the neighbouring community. By addressing health, environmental, and social issues, these initiatives have not only benefited the local population but also sensitized students to real-world problems, fostering their holistic development. The college's sustained efforts in collaboration with various organizations have significantly contributed to the welfare and awareness of the community.

Infrastructure and Learning Resources

The college's physical and technological resources are designed to cater to a wide range of academic, cultural, and sports activities, fostering an environment conducive to holistic student development.The college infrastructure includes 35 well-equipped classrooms spread across three buildings. Out of these, 9 classrooms are ICT-enabled, providing modern technological support for interactive learning. These 9 classrooms include 7 with Smart TVs connected to high-speed internet and 2 classrooms equipped with overhead projectors, essential tools for delivering engaging and visually appealing lectures.

The college has 4 specialized laboratories that cater to the practical needs of students in various disciplines. The Geography GIS laboratory is particularly noteworthy, equipped with 9 highly configured computers connected to high-speed internet. Additionally, the college has a dedicated language lab.

There are 2 seminar halls within the institution. Cultural activities are an integral part of life at institution. The sports infrastructure at the college is equally commendable. It includes facilities for both indoor and outdoor games. The college hastwo playground spanning 20,000 square meters, enclosed by a protective boundary wall, which serves as the main venue for outdoor sports activities. Additionally, there is a smaller playground of 2,000 square meters within the college premises.

The IT infrastructure in the college comprises wired and wireless networks to ensure robust connectivity. The wired network offers a speed of 110 Mbps through Alliance Broadband, with a download speed of 38.92 Mbps and an upload speed of 94.50 Mbps. Additionally, a 100 Mbps Wi-Fi network.Security and surveillance are enhanced with 45 CCTV cameras monitoring campus areas.

The Central Library of Saheed Kshudiram College is located on the 1st floor of the C-Block of the new building. The college provides information services to the faculties, staff and students with an open-access system. The library acts as the hub of all the academic activities of the institutes and provides comprehensive access to vast library resources. The library was automated in the year 2018 with the LMS software KOHA in a cloud environment. KOHA streamlines all its operations, from cataloguing to circulation and providing access to patrons.

Student Support and Progression

Most of the students of the college are from economically backward families. 55.5% of the students have benefited from scholarships and freeships over the last five years. The college offers various capacity development and skills enhancement activities, including soft skills in language and communication, life skills, and ICT/computing skills, aimed at improving students' capabilities. The Departments of English, Sanskrit, and Bengali have conducted add-on courses related to language and communication skills. The Department of Geography has conducted skill enhancement programs in GIS and organized an add-on course on land surveying, which builds students' ICT skills. Besides, these courses also enhance self-employment and entrepreneurial skills among the students.

In addition, in collaboration with various NGOs under MOUs, the college organizes different programs on life skills like yoga, gymnastics, boxing, and health and hygiene to help students become good citizens. The college is also keen to provide students with guidance for competitive examinations and career counseling despite being located in a non-industrial, rural, and remote area. On average, 4.43% of students have benefited from these initiatives over the last five years. Available data indicate that only 3.36% of outgoing students have been

placed or progressed to higher education during the last five years.

Moreover, the institution has adopted and implemented timely redressal of grievances related to sexual harassment and ragging cases. The college is a ragging and sexual harassment-free institution. The college has achieved 21 awards/medals for outstanding performance in sports at the university, state, and national levels over the last five years. On average, 28 sports and cultural programs see participation from students of the institution each year.

The registration of the Alumni Association was obtained under the WB Society Registration Act of 1961, and the association was certified on the 18th of June, 2024. The Alumni Association serves as a bridge between the cherished past and the promising future of our alma mater. It is a powerful platform for networking, mentorship, and career development. It actively contributes to the college's future through initiatives that support scholarships, infrastructure development, and academic programs.

Governance, Leadership and Management

Saheed Kshudiram College operates under a governance structure that aligns closely with its vision and mission. The vision emphasizes equity, inclusion, holistic development, community engagement, and environmental sustainability, local empowerment with global engagement, and inclusivity and accessibility. The mission of the college encompasses various dimensions, including empowerment through education, diversity and inclusion, academic excellence and innovation, community engagement and social responsibility, environmental stewardship, promotion of entrepreneurship and employment opportunities, cultural preservation, continuous improvement, and global collaboration.

The college administration practices a decentralized decision-making process, involving periodic meetings in line with the institutional perspective plan, which outlines both short- and long-term goals. The leadership, comprising the Governing Body and the Principal, works closely with the Internal Quality Assurance Cell (IQAC) to formulate and implement policies across academic and administrative domains. This is facilitated by a committee system that distributes responsibilities among teaching and non-teaching staff. These committees, including those dedicated to academic affairs, student support, and staff welfare, meet regularly and report annually to the Principal, ensuring consistent participation and accountability in governance.

In accordance with the vision and mission, the institution's governance is structured to be democratic, decentralized, and participatory. The Governing Body, as the highest administrative authority, collaborates with the Principal to oversee the college's operations. The Principal, supported by the Teachers' Council and various committees, ensures the effective implementation of strategic plans. The institution follows statutory regulations for administrative setup, appointments, and service rules, ensuring compliance with guidelines from the affiliating university, the Department of Higher Education, and the University Grants Commission (UGC).

The institution has also aligned its activities with the National Education Policy (NEP), implementing a four-year undergraduate program focused on skill development, distance learning, and multidisciplinary education.

The introduction of short-term certificate and value-added courses reflects its commitment to continuous improvement and quality assurance.

The college conducts regular internal and external financial audits, ensuring transparency and optimal utilization of resources. The Finance and Purchase Committees oversee financial transactions, while research and seminar grants are monitored by respective committees and audited by a Chartered Accountant. Although external audits by the Government of West Bengal are pending, the institution maintains rigorous financial practices.

Saheed Kshudiram College's governance structure and leadership embody its commitment to its vision and mission, fostering an environment of inclusivity, excellence, and continuous growth.

Institutional Values and Best Practices

Saheed Kshudiram College is dedicated to promoting gender equality and ensuring a safe, inclusive environment for everyone. The college conducted a thorough gender audit to analyze the gender distribution among its teaching staff, non-teaching staff, and students. This audit demonstrates their commitment to gender equity. Additionally, the college has an Internal Complaints Committee to help maintain a gender-neutral atmosphere that is welcoming to all, including binary and non-binary individuals. Over the past five years, the Women's Cell, Anti-Sexual Harassment Cell, Anti-Ragging Cell, and ICC have organized various sensitization programs.

The institution has taken initiatives for alternative sources of energy and energy conservation measures. The college has installed solar panels and signed an MoU with the WBSEDCL to reduce the consumption of non-renewable energy. The Nature Club of the college sensitizes stakeholders on green campus initiatives, reducing energy consumption, and promoting water conservation. The college has a prototype of a rainwater harvesting system and a groundwater recharge area. The college segregates degradable and non-degradable waste materials, and degradable wastes are used as fertilizer in the garden. The ground floor of the campus is disabled-friendly.

The college takes several measures and initiatives to provide an inclusive environment, enhance the understanding and appreciation of cultural, regional, linguistic, and communal socioeconomic diversities, and make the students aware of their constitutional rights, duties, and responsibilities.

The 'Participatory Decision-Making Process' and 'Mentor-Mentee System: Be with the Students' are the best practices in the college. The 'Participatory Decision-Making Process' involves actively involving students, faculty, and administrative staff in the decision-making process of the college. On the other hand, the Mentor-Mentee System helps various departments successfully detect slow, average, and advanced learners.

Students from diverse religious, socio-economic, and cultural backgrounds take admission to Saheed Kshudiram College every year. Over the last five years, our commitment to diversity and inclusivity has been evident in the consistent representation of rural students, who comprise an average of 85% of our student body. Similarly, the rise in female enrollment, from 53% to 57% on average, underscores our dedication to gender inclusivity and empowerment.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SAHEED KSHUDIRAM COLLEGE
Address	College Road, Saheed Kshudiram College
City	Alipurduar
State	West Bengal
Pin	736202
Website	www.saheedkshudiramcollege.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Shyamal Chandra Sarkar	03564-260419	9775925238	-	saheedkshudiramcollege@gmail.com
IQAC / CIQA coordinator	Dulon Sarkar	-	8972393212	-	dulonskr@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
West Bengal	University of North Bengal	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	29-01-2004	View Document
12B of UGC	29-01-2004	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	College Road, Saheed Kshudiram College	Rural	6.77	2194.52

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali, Program	36	Passed Class XII	Bengali	1376	1376
UG	BA,Bengali, Honours	36	Passed Class XII	Bengali	80	80
UG	BA,English,Program	36	Passed Class XII	English	78	78
UG	BA,English, Honours	36	Passed Class XII	English	47	47
UG	BA,Geography,Program	36	Passed Class XII	Bengali	55	15
UG	BA,Geography,Honours	36	Passed Class XII	English,Bengali	47	47
UG	BA,History, Honours	36	Passed Class XII	English,Bengali	79	79
UG	BA,History,Program	36	Passed Class XII	Bengali	608	608
UG	BA,Political Science,Honours	36	Passed Class XII	Bengali	79	79
UG	BA,Political Science,Program	36	Passed Class XII	Bengali	411	411
UG	BA,Philosophy,Honours	36	Passed Class XII	Bengali	15	12
UG	BA,Philosophy,Program	36	Passed Class XII	Bengali	213	213
UG	BA,Sanskrit, Program	36	Passed Class XII	Bengali	43	43
UG	BA,Sanskrit, Honours	36	Passed Class XII	Bengali	30	26
UG	BA,Education,Program	36	Passed Class XII	Bengali	815	815

UG	BA,Physical Education,Program	36	Passed Class XII	Bengali	74	74
UG	BSc,Physics, Program	36	Passed Class XII	Bengali	20	18
UG	BSc,Chemistry,Program	36	Passed Class XII	Bengali	20	18
UG	BSc,Mathematics,Program	36	Passed Class XII	Bengali	20	18

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				2				37			
Recruited	0	0	0	0	2	0	0	2	26	10	0	36
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				21
Recruited	5	3	0	8
Yet to Recruit				13
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	11	0	0	11
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	0	0	0	0
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	3	1	0	5
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	1	0	0	23	7	0	31
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

27-07-2024 10:53:35

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1066	0	0	0	1066
	Female	1167	0	0	0	1167
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	346	483	509	434
	Female	472	519	637	463
	Others	0	0	0	0
ST	Male	63	96	114	109
	Female	85	104	164	168
	Others	0	0	0	0
OBC	Male	134	78	91	106
	Female	120	82	104	119
	Others	0	0	0	0
General	Male	404	495	570	417
	Female	503	593	716	417
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		2127	2450	2905	2233

Institutional preparedness for NEP

| 1. Multidisciplinary/interdisciplinary: | Saheed Kshudiram College administers separate undergraduate (UG) program across a wide range of disciplines including Arts, Social Sciences, and Pure Sciences. These programs provide a diverse selection of subjects in both honours and general elective categories, catering to the preferences and needs of students in the region. Notably, the general elective subjects allow for interdisciplinary exploration, enabling students to choose different subjects from different baskets. Moreover, the college has successfully organized seminars and webinars that delve into various aspects of study. These seminars and webinars have attracted participants, including students, teachers, and scholars not only from local |

	institutions but also from other regions and states. The events have featured local and external experts as resource persons, facilitating a fruitful exchange of ideas and opinions and fostering an interdisciplinary environment. Additionally, the institution has introduced Add-on-Courses covering diverse areas, Value Added Courses, and Certificate Courses at the departmental and college levels. These courses are designed to go beyond the regular curriculum and give students a broad understanding of various subjects. This program shows how committed the institution is to providing a balanced education that goes beyond the usual academic limits.
2. Academic bank of credits (ABC):	Saheed Kshudiram College has taken a significant step towards enhancing our educational framework by introducing the Academic Bank of Credits (ABC) in collaboration with the University of North Bengal. The ABC system is a timely initiative aimed at increasing flexibility and fostering a student-centred approach in our academic programs. Under this system, students will earn credits upon successful completion of courses, irrespective of the semester in which they are taken. This empowers students to have more control over their academic journey, enabling them to customize their learning experience and pace of study. The key features of the Academic Bank of Credits implementation includes: 1. Flexibility in Course Selection: Students can select courses based on their interests and career aspirations, promoting a more comprehensive and personalized education. 2. Credit Accumulation: Credits obtained for each course completed are stored in the Academic Bank, creating a transparent record of a student's academic accomplishments throughout their program. 3. Interdisciplinary Learning: The ABC system encourages interdisciplinary learning by allowing students to earn credits from various disciplines, fostering a well-rounded education. 4. Credit Transferability: Students can transfer the credits they have earned within the university system, facilitating smooth transitions between departments or campuses. 5. Personalized Learning Paths: With the ABC system, students have the freedom to design their learning paths, enabling them to explore diverse subjects and develop a broader skill set. We have observed the positive impact of this initiative on our student's educational experiences and urged the

	entire community to embrace this progressive approach to learning.
3. Skill development:	As an undergraduate (UG) college, Saheed Kshudiram College is committed to creating a dynamic learning environment. The main goal is to cultivate curiosity and enthusiasm among students, motivating them to explore new ideas and apply their knowledge to prospects. After the COVID-19 pandemic, the Internal Quality Assurance Cell (IQAC) has actively collaborated with the Head of the Institution to enhance the teaching and learning experience. Plans were made to regularly introduce skill enhancement courses, resulting in the organization of various workshops and seminars. Dedicated academic subcommittees have organized Soft Skill Development Workshops/Training Programs on specific days. The institution's holistic approach to education not only emphasizes academic excellence but also aims to equip students with practical skills and a mindset focused on innovation and success in their future pursuits. It is important to note that the Department of Geography has implemented Land Surveying by the NEP framework. Similarly, the Department of Sanskrit has introduced Spoken Sanskrit, while the Department of English has conducted an Add-On course on Communicative English. These courses aim to enhance students' understanding of various provisions, claims, and rights that contribute to the holistic development of individuals. Skill development plays a crucial role in achieving this objective.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The courses offered at Saheed Kshudiram College are designed to follow the Choice-Based Credit System (CBCS) recommended by the affiliated University (University of North Bengal) and UGC. This system allows students to have the freedom to explore various subjects that are relevant to our region's specific concerns. The curriculum covers a wide range of topics including culture, arts, literature, history and geography. Some of the disciplines offered include Sanskrit, Bengali, English, History, Philosophy, Geography, Political Science, Education, and Environmental Science. These courses aim to integrate Indian values with global perspectives, providing students with a holistic understanding of life and its importance. The curriculums of different

	departments are deeply rooted in Indian cultural heritage. The college organizes seminars, cultural programs, and special events to uphold and promote their essence. This commitment to preserving and promoting our cultural heritage remains strong, as evidenced by the department's dedication to this practice in the current academic year.
5. Focus on Outcome based education (OBE):	Outcome-based education is an approach and educational philosophy that centres on clearly defined outcomes, shaping and structuring the entire academic curriculum and instructional efforts. These outcomes encompass a combination of knowledge, skills, abilities, attitudes, and understanding that students will acquire through their successful engagement in specific higher education experiences. To fully embrace the advantages of this learning approach, our faculties emphasize the fundamental aspects of outcome-based knowledge and education and try to enlighten the students by reflecting on the same through the curriculum. Besides, our faculties seamlessly participate in different Faculty Induction Programs, Orientation Programs and Faculty Development Programs to integrate various learning modalities, fostering the development of skills and nurturing potentialities, ultimately equipping students with the necessary abilities to thrive in the competitive world beyond academia.
6. Distance education/online education:	The importance of online digital learning has become apparent, particularly in times of crisis such as the COVID-19 Pandemic. Even as the educational landscape returns to normal, the continued utilization of online methods, specifically for the distribution of study materials and communication of messages, remains relevant. This approach ensures the efficient exchange of information, aligning with the current trend of effective information sharing. Additionally, the college has a Distance Learning Centre, namely the Netaji Subhas Open University. This centre offers PG Courses to numerous students to provide the opportunity to pursue education remotely in a flexible manner. This highlights the institution's dedication to embracing various modes of learning, catering to the diverse needs and preferences of its student body.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the Electoral Literacy Club (ELC), Saheed Kshudiram College, was set up, following ECI guidelines, in the college to promote electoral literacy among all age groups of Indian citizens, especially, students of the institution, through engaging and interesting activities and hands-on experience but in an apolitical, neutral and non-partisan manner. The institutional Electoral Literacy Club was also set up with the specific objective of targeting the new-age voters, (in the age-group of 18-21 years old) pursuing their graduation. All the regular students of the institution are members of the club.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the ELC will be coordinated by two Nodal Officers, who are the faculties of Saheed Kshudiram College. They shall also act as Mentors of the ELC. Faculties with experience of election duty are preferred for the post(s) of Nodal Officer(s). All students of the college will be ordinary members of the club. Yes the same club is working by the objectives of the ELC, as stated in the ECI guidelines, and keeping the needs of the institutional and local levels in mind, is: 1. By identifying students of the 18+ age group who have not registered for inclusion of their names in the electoral rolls, and encourage and assist them, in the voter registration process. 2. Providing education to the targeted populations, in the college and the locality, about voter registration, electoral process and related matters through hands-on experience; 3. To facilitate EVM and VVPAT familiarization and education about the robustness of EVM as well as the integrity of the electoral process using EVMs; 4. To help the target audience understand the value of their vote and exercise their right to franchise in a confident, comfortable and ethical manner; 5. To harness the potential of ELC members for carrying electoral literacy in communities; 6. To maximise a culture of electoral participation by following the principles 'Every vote counts' and 'No Voter to be Left Behind'. The appointed members are given below: Sl. No. Designation Name 1. Nodal Officer Sri. Sankha Subhra Das 2. Nodal Officer Dr. Dulon Sarkar Sl. No. Designation Name 1. Executive Committee Member Dr Utpal Roy 2. Executive Committee Members Sri. Raju Kar 3. Executive Committee

	Members Sri. Pronay Mallick Sl. No. Designation Name 1. Student Members: Sri. Parthip Das 2. Student Members: Smt. Saheli Roy 3. Student Members: Sri. Asish Das 4. Student Members: Smt. Amrita Barman
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Events and Activities: Workshops: inviting speakers to talk about the importance of voting, how to register, and how the electoral process works. Voter Registration Drives: Set up booths where students can register to vote or get help registering. Mock Elections: Conduct mock elections to familiarize students with the voting process. Debates and Discussions: organizing debates on relevant political issues to engage students. Awareness Walks: Plan a march or walk around the campus to raise awareness.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Educational Workshops and Seminars: Dr. Bijoy Moktan O/C SVEP & DM & DC Alipurduar visited the Saheed Kshudiram College, Kamakhyaguri, under Kumargarm Block, Alupurduar District, to mobilize and sensitize new-age electors of the college ELC. The programme was attended by more than 100 members, along with the TIC and other faculty members and officials from the BDO office, Kumargram. Because of the ensuing Parliamentary General Election (2024) Voter Registration Drive & Mock Elections: Because of the ensuing Parliamentary General Election 2024, hands-on training of EVM VVPAT was conducted among fresh electors. A short audio/video demonstration was displayed to create awareness among the new voters and urge them to take an active part in electoral activities. Publications of the event were reported on a local newspaper highlighting the practical training conducted by the District and block officials to remove the misconception of fear during voting among the new generation voters.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Approx 37% of the students of this institution are yet to register as voters in the electoral roll and efforts are being taken up by the ELCs to reduce this percentage further. To institutionalize mechanisms for registering eligible students as voters, the ELCs have implemented several strategies some of the effective efforts are: 1. Establish a Permanent Voter Registration Desk - Done Location: Set up a permanent desk in a central location, such as the

student affairs office or the library. Staffing: Have it staffed by trained personnel or volunteers who can assist students with the registration process. 2. Integrate Voter Registration into the Enrollment Process - Done Registration Forms: Include voter registration forms in the enrollment packets given to new students. Orientation Programs: Incorporate voter registration sessions into student orientation programs to ensure new students are aware of the importance and process of registering to vote. 3. Collaboration with Election Authorities - Done Partnerships: Work closely with local election offices to provide accurate information and resources. On-Campus Drives: Host regular voter registration drives on campus, facilitated by election officials or trained volunteers. 4. Digital Initiatives - Done Online Portal: Develop an online portal or webpage dedicated to voter registration information and resources. Email Campaigns: Send out regular emails with reminders and instructions on how to register to vote. 5. Educational Campaigns - Done Workshops and Seminars: Conduct workshops and seminars to educate students about the importance of voting and the registration process. Information Sessions: Hold regular information sessions and Q&A forums with election officials. 6. Designated Voter Registration Days - Done Special Events: Designate specific days each semester for voter registration events, with a focus on encouraging students to register. Awareness Campaigns: Run awareness campaigns leading up to these days to maximize participation. 7. Collaboration with Student Organizations – Yet to be done Student Clubs: Work with student clubs and organizations to promote voter registration and participation. Peer Outreach: Train student ambassadors to reach out to their peers and assist them in the registration process. 8. Leveraging Technology - Yet to be done Mobile Registration Units: Use mobile units to reach different parts of the campus and facilitate on-the-spot registrations. App Integration: Develop or use existing apps to simplify the registration process for students. 9. Providing Incentives - Yet to be done • Recognition: Offer certificates or public recognition to students who help others register to vote. Competitions: Organize competitions between departments or student groups to see who can register the most voters. 10. Continuous Monitoring and Feedback – Going on

	Surveys: Conduct regular surveys to gather feedback from students on the effectiveness of the registration initiatives. Improvement Plans: Use the feedback to continuously improve the voter registration process and mechanisms.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
7588	7482	6980	5866	4703

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 46

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
37	38	38	14	14

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
51.53	31.22	21.56	36.85	39.54

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

A very important part of curriculum implementation is that the teacher should consider carefully the order in which learning targets should be learned. The Institution plays a pivotal role in the proper implementation of the syllabi formulated by the parent university. Keeping in mind the vision and mission of the college, the college focuses on effective design and disbursement of the curricula by faculty. Our college prepares a 'master routine' including all the possible combinations of subjects taught in an academic year, and the departmental routine is derived from this master routine prepared by the Central Routine Committee in strict accordance with the weightage laid down by NBU. Along with the central routine, an academic calendar has also been prepared to carry out the various teaching-learning initiatives regarding the proper implementation of the college's curriculum. The syllabus of each paper is divided into different units for effective teaching and learning, and departments are provided with resources for ICT-enabled teaching-learning tools for constant upgradation of teaching methodology, alongside the traditional chalk-and-talk method. Besides remedial classes, unit tests, surprise tests, internal assessments, and fieldwork/surveys, are some of the tools used to ensure sustained and continuous learning and evaluation. Interactive sessions with students and guardians, as and when required, are held to identify problem areas. Special care is taken to address slow learners, advanced learners and fast-generation learners. Intra-faculty exchange programmes are regularly held to expand the learning experience for the students. A fully automated digitalized central library and subscription to the N-list by the college library offered a vista of knowledge to the students. The college focuses on the all-round development of students, who are encouraged to participate in various intra- and inter-curricular activities, such as youth parliament, cultural competitions, debates, extempore, yoga, etc. To sharpen the students' writing skills, they are encouraged to make submissions for departmental wall magazines. Under the valuable NSS Cell of college, students nourish their prime responsibilities towards society. college offers to empower its female students with the opportunity to join NCC and make them aware of their responsibilities towards the nation. The college also takes initiatives regarding students' social, sports, and Saraswati pujas annually to nourish their overall development. The college functions according to the university regulations and guidelines provided. Records of admissions, student-teacher ratio, examinations, etc. are maintained by the central office of the college. For the smooth functioning of the college, the official website of the college, i.e., https://www.saheedkshudiramcollege.ac.in/ is regularly updated and maintained, along with the academic calendar, prepared according to the notices and circulars received from the affiliating university, The University of North Bengal. Regular notices about academic transactions, exam dates, form fill-up dates, information regarding scholarships, etc. are also uploaded from time to time for the preparation of the students.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 8

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 6.14

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2003	0	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

It is crucial to ensure that the curriculum is taught effectively in the dynamic field of education if students are to develop holistically. Saheed Kshudiram College understands the importance of adapting education to the interconnected world we live in today. To address this, the college has taken a transformative approach by integrating cross-cutting issues into its curriculum. These issues include professional ethics, gender, human values, the environment, and sustainability. This proactive approach shows the college's commitment to nurturing socially responsible individuals across different fields of study.

The college's initiative is based on a deep understanding of how academic subjects relate to real-world challenges. When the COVID-19 pandemic hit, the college saw an opportunity to reevaluate its educational model and prioritize holistic development. The Internal Quality Assurance Cell (IQAC) played a crucial role in advocating for the integration of cross-cutting issues into the curriculum. This integration aims to provide students with a comprehensive and socially relevant educational experience.

Saheed Kshudiram College offers a diverse range of subjects, including Bengali, English, Geography, History, Sanskrit, Philosophy, Education, Environmental Studies, Physical Education, Chemistry, and Mathematics. By incorporating topics like professional ethics, gender studies, human values, the environment, and sustainability into each discipline, the college aims to equip students with the necessary knowledge, skills, and attitudes to tackle complex societal challenges with empathy, integrity, and foresight.

Professional ethics serve as the foundation for responsible citizenship and ethical leadership in the professional world. Saheed Kshudiram College empowers its students to navigate ethical dilemmas, corporate social responsibility, and integrity by incorporating discussions on these topics into subjects like Business Studies, Management, and Economics.

Gender issues are present in all aspects of society, including politics, economics, culture, and relationships between individuals. Through the lens of Gender Studies, subjects such as Literature, History, and Sociology delve into the complexities of gender dynamics, challenging traditional stereotypes and advocating for a more inclusive and just society.

Human values are crucial in making ethical decisions and engaging in moral reasoning. By incorporating conversations about empathy, compassion, and integrity into subjects like Philosophy, Psychology, and Education, the college fosters a culture of respect, empathy, and social responsibility among its students.

The importance of environmental sustainability cannot be overstated in today's world. SaheedKshudiram College instils in its students a sense of ecological awareness and responsibility towards future generations by integrating sustainability, conservation, and environmental stewardship concepts into subjects like Environmental Studies, Geography, and Biology.

Considering the above, Saheed Kshudiram College's inclusion of interdisciplinary issues in its curriculum signifies a shift towards a more comprehensive and socially relevant approach to education. By transcending disciplinary boundaries and promoting multidisciplinary inquiry, the institution equips students with the knowledge, skills, and values necessary to become catalysts for positive change in an interconnected world. Through this transformative educational experience, Saheed Kshudiram College prepares students to tackle the challenges of the 21st century with wisdom, empathy, and resilience.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 31

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 2352

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 92.74

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2022-23	2021-22	2020-21	2019-20	2018-19
2233	2905	2450	2127	2404

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2600	2953	2515	2500	2500

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 100

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2022-23	2021-22	2020-21	2019-20	2018-19
1172	1330	1133	1126	1126

2.1.2.2 **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1172	1330	1133	1126	1126

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 205.08

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Saheed Kshudiram College, located in Alipurduar, West Bengal, has significantly advanced its educational strategies by incorporating student-centric methods and information and communication technology (ICT) tools. These innovations have transformed the teaching-learning process, making it more engaging, interactive, and effective. This report explores the various methodologies and tools employed by the college, focusing on experiential learning, participative learning, problem-solving methodologies, and the use of ICT.

In recent years, there has been a notable rise in the use of ICT tools by teachers at Saheed Kshudiram College. This surge has greatly influenced the educational framework, enhancing both teaching and learning experiences. The college has equipped its departments with smart classrooms and digital devices, facilitating a modern and efficient learning environment. Additionally, teachers and students are encouraged to use online resources such as Inflibnet for comprehensive research and study materials.

Experiential learning is a cornerstone of the educational approach at Saheed Kshudiram College, particularly in the Departments of History, Political Science, and Geography. These departments emphasize field visits and project-based learning. For instance, students engage in field studies where they conduct experiments, gather data, and compile reports. This hands-on experience not only reinforces theoretical knowledge but also provides practical insights into real-world scenarios.

Participative learning methodologies are widely adopted across various departments. This approach involves active student participation through seminars, group discussions, and the creation of wall magazines. Such activities encourage collaborative learning and critical thinking, allowing students to articulate their ideas and engage with peers effectively. The English Department, for example, utilizes language labs to enhance language learning courses, providing an interactive platform for students to practice and improve their language skills.

The problem-solving approach is particularly emphasized in the Departments of Political Science, Education, History, Geography and in BSC Program courses. These departments assign projects that require students to identify, analyze, and propose solutions to various problems. This method fosters analytical thinking and problem-solving skills, essential for academic and professional success. Assignments are designed to challenge students, encouraging them to apply theoretical knowledge to practical problems.

The integration of ICT tools has revolutionized the teaching methods at Saheed Kshudiram College. The Political Science Department, for example, organizes youth parliament competitions using Power Point tools, allowing students to simulate parliamentary procedures and debates effectively. Similarly, the Department of Science employs ICT tools to enhance the learning experience in their courses, providing visual aids and interactive modules that make complex scientific concepts more accessible.Teachers and students are using Inflibnet for online resources.

Saheed Kshudiram College's commitment to innovative educational strategies has significantly enriched the learning experiences of its students. By embracing student-centric methods such as experiential learning, participative learning, and problem-solving methodologies, along with the extensive use of ICT tools, the college has created a dynamic and effective educational environment. These approaches not only enhance academic performance but also prepare students with the practical skills and critical thinking abilities necessary for their future endeavors.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 99.3

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
38	38	38	14	14

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 67.38

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
20	20	21	18	16

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The examination system at Saheed Kshudiram College, Alipurduar, West Bengal, is designed to be transparent and efficient, focusing on both internal and external assessments as part of the Choice-Based Credit System (CBCS). The assessment framework includes cumulative internal evaluation (CIE) and university semester examinations, providing a comprehensive evaluation of students' academic progress throughout the academic year.

The CIE is a vital component where all the departments of the college conduct at least two internal examinations per semester based on group discussions, projects, assessments, student seminars, and written test methods. Weights are also given depending on the student's attendance. The CIE at the college is centrally handled by the examination committee of the college under the supervision of the teacher in charge, with the assistance of the departmental faculty members.

The college has implemented a robust mentor-mentee system to support slow learners. Each department has both external and internal mentors tasked with identifying and assisting students who require additional help. The objectives of this system are threefold: to identify and support slow learners through targeted assessments and personalized interventions; to enhance overall academic performance by providing remedial classes and extra care, and to evaluate and improve teaching strategies based on continuous assessment and feedback.

For external or university examinations, the college strictly adheres to university norms. This includes ensuring timely enrollment for semester examinations, notifying students about the issuance of admit cards, and following the university's timetable through the Examination Subcommittee. This subcommittee is responsible for organizing the smooth conduct of examinations, from preparation to execution. Being an affiliated institution, the evaluation of the answer scripts of the students of the

college is managed by the university, where teachers of the college participate actively as per the requirements of the university.

The grievance redressal system related to the internal cumulative assessment at Saheed Kshudiram College is designed to be both time-bound and efficient. The results of the CIE are uploaded on the university website, and students are informed to submit their grievances, if any related to the marks obtained in the CIE, to the examination committee within a week in writing. The convener of the examination committee communicates the grivances to the relevant head of the department (HoD) to reassess the performance of the concerned students. The HoDs are also requested to resolve the issue and inform the convener within a week. The results of the reassessments are notified to the board on the same day. Thus, efforts are made to address any issues related to internal and external assessments quickly, providing students with a transparent and supportive academic environment.

The college serves as a liaison between students and the university in cases of grievances related to the external evaluation conducted by the university. It facilitates the Post Publication Review (PPR) and Post Publication Scrutiny (PPS) processes, ensuring that students' concerns are addressed promptly and effectively. This proactive approach helps in reducing tension among students and ensures that any discrepancies in evaluation are resolved in a timely manner.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

The Programme Outcomes (POs) and Course Outcomes (COs) at Saheed Kshudiram College, Alipurduar, West Bengal, are carefully crafted and prominently displayed on the college website. These outcomes serve to provide students with a clear understanding of what to expect from their chosen courses and programmes, aiding in the selection process, particularly for optional subjects. By having the POs and COs accessible online, both students and faculty benefit from enhanced planning and curriculum delivery.

During the Orientation Programme held on the commencement day of each academic session, an overview of the POs is presented to the newly admitted students. This initial introduction is followed by detailed departmental Orientation Programmes on the first day of formal classes, where the specific

outcomes expected from each course are thoroughly explained. Additionally, throughout the academic year, teachers reinforce these outcomes during classroom interactions, ensuring that students remain aware of the POs and COs.

The attainment of POs, Programme Specific Outcomes (PSOs), and COs is systematically evaluated using various assessment tools, both direct and indirect. Direct methods primarily involve the students' performance in Continuous Internal Assessments (CIA) and End-of-Semester Examinations. The CIA includes diverse evaluation activities such as student seminars, assignments, project works, laboratory performances, poster presentations, PowerPoint presentations, class tests, and college tests. These activities not only assess understanding and skill development but also promote critical thinking, effective communication, and the ability to analyze contemporary issues.

Students also benefit from interactions with eminent personalities from various fields, including scientists, academicians, industry professionals, and social workers. These interactions broaden their exposure and enhance their understanding of their subjects and the wider world.

Semester Examination Performance Analysis further provides direct measures of CO attainment, with grades from formative and summative evaluations serving as key indicators.

Indirect assessment methods complement these efforts, with a robust feedback mechanism playing a crucial role. Feedback is collected from students, alumni, and employers to evaluate the attainment of POs, PSOs, and COs. This feedback informs continuous improvement in curriculum and teaching methodologies.

Holistic student development is another focus, with teachers fostering a quest for knowledge, adaptability to new developments, and the cultivation of leadership qualities and professional and life skills. Student progression to higher studies and successful placements in employment are important metrics for assessing the effectiveness of the programmes. High rates of progression and employability indicate the successful attainment of the programme outcomes, validating the relevance and quality of the education provided at Saheed Kshudiram College.

In conclusion, the strategic formulation, clear communication, and systematic evaluation of POs and COs at Saheed Kshudiram College ensure that students are well-prepared for their academic and professional journeys. The continuous feedback and holistic approach adopted by the institution further enhance the learning experience, ultimately contributing to the overall development and success of the students.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The attainment of program outcomes (POs) and course outcomes (COs) at Saheed Kshudiram College, Alipurduar, West Bengal, is meticulously evaluated across various departments, including Bengali, Geography, Philosophy, Political Science, Sanskrit, English, and History. Each of the departments has mapped specific COs to overarching POs, ensuring comprehensive skill development and knowledge acquisition among students.

The attainment of POs and COs is evaluated using a mixed-method approach that integrates both qualitative and quantitative methods. For the qualitative method, teachers from various academic departments of the college assess the attainment of different tentative outcomes of the courses based on their understanding. For the quantitative approach, a program outcome score is calculated for each student, combining the scores obtained by them through direct and indirect methods.

The score from the direct method constitutes 80% of the final semester result percentage. Grades obtained through formative and summative evaluations are the direct measures of attainment of specific Course Objectives (COs). Marks obtained by students at the end of each semester and at the end of the entire course exemplify the pattern of achievement offered by the course.

Additionally, the marks obtained by students in continuous internal evaluation are standardized to 20%. The marks obtained by students in Continuous Internal Evaluation represent their understanding of a subject, and related skill development is ensured and evaluated through student seminars, assignments, project work, laboratory performance, poster presentations, class tests, college tests, etc. Departments also require students to prepare project files on specific topics and present papers on topics related to their disciplines as part of their continuous internal evaluation.

Another important parameter for measuring the outcomes of the program is the progression of students to higher levels of education in various institutions. It has been found that more than 80% of students from the Department of Geography have enrolled in higher studies and professional courses like MA and B.Ed. in the last five years. A significant percentage of students from departments such as English, Bengali, History, Political Science, and Sanskrit pursue higher and professional studies.

In conclusion, the strategic formulation, clear communication, and systematic evaluation of POs and COs at Saheed Kshudiram College ensure that students are well-prepared for their academic and professional journeys. The continuous feedback and holistic approach adopted by the institution further enhance the learning experience, ultimately contributing to the overall development and success of the students. It was found that the performance of the students in the department of geography attained more than 70 percent of POs and COs, followed by Bengali (63.31), and philosophy (62.10). Besides, the department of Sanskrit and Physical Education attained a low score.

Department	Average Score Score of Attainment of the *POs and COs*	Rank
Geography	**73.701**	**1st**
Bengali	**63.31**	**2nd**

Philosophy	62.102	3rd
Political Science	59.06	4th
English	55.25	5th
History	52.3	6th
Physics	43.05	7th
Mathematics	41.3	8th
Chemistry	41.05	9th
Sanskrit	38.07	10th
Physical Education	32.25	11th

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 82.05

2.6.3.1 **Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1250	1179	1375	909	567

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1439	1278	1418	1336	964

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.87

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 1.2

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	1.2

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

In alignment with the National Education Policy (NEP) 2020 and the recommendations from the University Grants Commission (UGC) of March 2023, universities are directed to ensure that four-year undergraduate (UG) programmes incorporate an adequate number of courses in Indian Knowledge Systems (IKS). These courses should contribute to at least five per cent of the total mandated credits. Being affiliated with the University of North Bengal, Saheed Kshudiram College does not design separate courses or curriculums. The UG syllabus designed by the affiliated university under the guidelines of UGC includes IKS as an integrated course across various subjects. Additionally, we have taken proactive measures to enrich our students' learning experiences with practical applications of IKS through projects and extracurricular activities. The curriculum reflects a range of topics within IKS; ensuring students receive a broad-based education that includes traditional Indian knowledge. The integration has been seamless, with departments ensuring that IKS elements complement the existing curriculum.

To enhance the practical understanding of IKS, the college has taken various initiatives to encourage the students to undertake projects related to IKS as part of their semester project work. These projects span multiple departments, encouraging interdisciplinary approaches and deeper engagement with traditional Indian knowledge. Students are motivated to select topics that resonate with IKS, thus fostering an appreciation and deeper understanding of India's rich intellectual heritage.

Although the college doesn't offer UG programmes specifically on Indian Systems of Medicine, but integrated project work on medicinal plants related to the Indian System of Medicine conducted by the ENVS. This initiative allows students to explore the medicinal properties, uses, and significance of various plants, bridging traditional knowledge with modern scientific inquiry. These projects not only educate students about traditional practices but also promote research and innovation in the field of medicinal plants. The ENVS includes aspects of IKS, emphasizing traditional ecological knowledge and sustainable practices rooted in Indian culture. This approach highlights the relevance of ancient wisdom in addressing contemporary environmental challenges, fostering a holistic understanding of sustainability. The college conducts collaborative programmes on Yoga and celebrates International Yoga Day annually with the National Service Scheme (NSS) units. These initiatives aim to promote physical and mental well-being among students, integrating traditional Indian practices into their daily lives. The Yoga programmes have been well-received, contributing to a healthier campus community.

The college has established an Intellectual Property Rights (IPR) Cell dedicated to raising awareness about intellectual property through various programmes. This initiative ensures that students and faculty understand the importance of protecting traditional knowledge and innovations derived from IKS. The IPR Cell conducts workshops, seminars, and awareness campaigns, equipping our community with the knowledge to safeguard intellectual contributions. Although the college currently does not have an Incubation Center, we recognize its importance in fostering innovation and entrepreneurship. Plans are underway to establish an Incubation Center that will support projects and startups. This facility will provide resources, mentorship, and a collaborative environment for students and faculty to translate traditional knowledge into viable enterprises.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 5

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	1	1

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.37

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	10	0	2	5

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.24

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	6	1	1	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Over the past five years, Saheed Kshudiram College has actively engaged in various extension activities through its NSS and NCC units. These initiatives, focusing on health, hygiene, environmental awareness, and social issues, have significantly impacted the local community and sensitized students to pertinent social issues, contributing to their holistic development.

Health initiatives have been a cornerstone of the college's extension activities, emphasizing both preventive and responsive healthcare. College organized in collaboration with the Blood Bank, Alipurduar, these camps saw substantial participation, with 65 and 73 students donating blood in 2018 and 2022, respectively. These efforts have greatly benefited the Alipurduar District by improving the availability of blood in local hospitals. Partnering with Alipurduar Hospital, the college facilitated eye check-ups for 81 participants in the Kumargram Block, raising awareness about eye health. In Kamakhyaguri, 102 participants benefited from comprehensive health screenings, addressing various health concerns early on.

Awareness initiatives have aimed at educating the community on critical social issues, ensuring a more informed and proactive populace. With Swabdo NGO, this program reached 156 individuals in Alipurduar District, shedding light on the dangers and signs of human trafficking. During the pandemic, the college's NSS unit organized several activities, including quarantine center support, sanitization drives, and safety and hygiene awareness programs, benefiting hundreds in Kumargram Block and Kamakhyaguri. These programs, with 135 and 88 participants respectively, focused on educating the community about HIV/AIDS prevention and support.

Efforts to promote cleanliness and environmental stewardship have been integral to the college's outreach. Cleanliness Drive (2020): Part of the Swachh Bharat campaign, this drive engaged 56 students in Kamakhyaguri, promoting community hygiene. Plantation Drives (2021): Celebrating World Environment Day, 50 participants planted trees in Kamakhyaguri, fostering environmental consciousness. Sanitization in Tea Estates (2021): Addressing the pandemic's challenges, the NSS unit sanitized homes in the Majher Dabri Tea Estate, benefiting 34 families.

These programs have focused on addressing broader social issues and enhancing cultural awareness. International Literacy Day (2022): With the Jajabar Sports and Cultural Association, the college celebrated literacy, involving 220 participants in Kamakhyaguri, underscoring the importance of education. Old Cloth Distribution (2021): In Kohinur Tea Garden, 45 students distributed clothes, supporting underprivileged families.

The NCC unit has also been active, focusing on discipline, national pride, and social awareness. Gender Issue Motivational Lecture (2019): This lecture in Kamakhyaguri engaged 45 students, raising awareness about gender equality. Road Rally and Republic Day Parade (2021): These events promoted national pride and social awareness, with the college winning first prize in the Republic Day Parade.

The extension activities of Saheed Kshudiram College have made a tangible impact on the neighborhood community. By addressing health, environmental, and social issues, these initiatives have not only benefited the local population but also sensitized students to real-world problems, fostering their holistic

development. The college's sustained efforts in collaboration with various organizations have significantly contributed to the welfare and awareness of the community, ensuring a better future for all involved.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

This report highlights the achievements and recognitions received by volunteers and units for their participation in various national and district-level activities. The awards, conferred by the National Service Scheme (NSS) and the National Cadet Corps (NCC), reflect the dedication and excellence demonstrated by the participants in their community service and other related activities.

Achievements Overview

1. National Youth Festival (2023)

- **Volunteer:** Babita Barman
- **Award/Recognition:** Selected as NSS Volunteer for National Youth Festival
- **Awarding Body:** National Service Scheme (NSS)
- **Year of Award:** 2023

Babita Barman was selected as an NSS volunteer for the National Youth Festival in 2023. This selection is a significant honor, recognizing her active participation and contribution to youth programs. The festival serves as a platform for young people across the country to engage in cultural exchange and unity.

2. National Integration Camp (2023)

- **Volunteer:** Moumita Adhikary
- **Award/Recognition:** Selected as NSS Volunteer for National Integration Camp
- **Awarding Body:** National Service Scheme (NSS)
- **Year of Award:** 2023

In 2023, Moumita Adhikary was chosen to participate in the National Integration Camp. This camp is crucial for promoting national unity and understanding among youth from different regions. Moumita's selection underscores her commitment to the values of integration and social harmony.

3. State RD Parade (2023)

- **Volunteers:**
    - Moumita Adhikary
    - Dipa Sarkar
    - Puja Barman
    - Susmita Barman
- **Award/Recognition:** Selected for State RD Parade
- **Awarding Body:** National Service Scheme (NSS)
- **Year of Award:** 2023

The selection of Moumita Adhikary, Dipa Sarkar, Puja Barman, and Susmita Barman for the State RD Parade in 2023 is a testament to their outstanding performance and dedication. The State Republic Day Parade is a highly competitive event, and their selection highlights their excellence in service and representation of NSS values.

4. District RD Parade (2022)

- **Recognition:** NCC Unit 1st Prize in the 26th January RD Parade
- **Awarding Body:** National Cadet Corps (NCC)
- **Year of Award:** 2022

The NCC unit was awarded 1st prize in the 26th January Republic Day Parade in 2022. This prestigious award recognizes the unit's discipline, coordination, and superior performance, reflecting the rigorous training and dedication of its members.

5. District RD Parade (2023)

- **Recognition:** NCC Unit 1st Prize in the 26th January RD Parade
- **Awarding Body:** National Cadet Corps (NCC)
- **Year of Award:** 2023

The NCC unit continued to demonstrate excellence by securing the 1st prize again in the 26th January Republic Day Parade in 2023. Winning this award for consecutive years underscores the unit's consistent high standards and commitment to excellence.

The awards and recognitions received by these volunteers and units are a testament to their hard work, dedication, and the values promoted by the NSS and NCC. Each recognition not only highlights individual and collective excellence but also serves to inspire other members to engage actively in community service and national events. These achievements play a crucial role in fostering a spirit of service, unity, and discipline among the youth, significantly contributing to the nation's social and cultural fabric.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 11

3.4.3.1 **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
04	02	02	01	02

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 25

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Saheed Kshudiram College boasts an impressive infrastructure and comprehensive facilities that enhance the teaching-learning process. The college's physical and technological resources are designed to cater to a wide range of academic, cultural, and sports activities, fostering an environment conducive to holistic student development.

Classrooms and ICT-Enabled Facilities

The college infrastructure includes 35 well-equipped classrooms spread across three buildings: Block-A, Block-B, and Block-C. Out of these, 9 classrooms are ICT-enabled, providing modern technological support for interactive learning. These 9 classrooms include 7 with Smart TVs connected to high-speed internet, allowing for seamless streaming of educational content and interactive online sessions, and 2 classrooms equipped with overhead projectors, essential tools for delivering engaging and visually appealing lectures.

Laboratories

The institution houses 4 specialized laboratories that cater to the practical needs of students in various disciplines. The Geography laboratory provides a space for students to engage in hands-on learning and spatial analysis. The Geography GIS laboratory is particularly noteworthy, equipped with 9 high-definition computers connected to high-speed internet, enabling advanced geographical information system (GIS) studies and research. The Physics and Chemistry laboratories are similarly well-equipped, providing students with the necessary tools and environment to conduct experiments and deepen their understanding of scientific principles. Additionally, the college has a dedicated language lab, enhancing students' linguistic skills through interactive language learning sessions.

Computing and Printing Facilities

The college is equipped with 43 computers, out of which 22 are accessible to students. This access to computing resources is vital for research, assignments, and enhancing digital literacy. The institution also has 14 printers and 3 photocopiers.

Seminar Halls

There are 2 seminar halls within the institution, which serve as venues for seminars, conferences, and various academic gatherings. These halls are crucial for hosting events that enrich the academic life of the college, providing platforms for knowledge exchange and professional development.

Cultural and Sports Facilities

Cultural activities are an integral part of life at the institution. These events are typically conducted in the seminar halls and temporary pandals, with a large open stage currently under construction to provide a more permanent venue. The college organizes numerous cultural events throughout the year, encouraging student participation and fostering a vibrant campus culture.

The sports infrastructure at the college is equally commendable. It includes facilities for both indoor and outdoor games, along with various sports and athletic equipment. The college has a large playground spanning 20,000 square meters, enclosed by a protective boundary wall, which serves as the main venue for outdoor sports activities. Additionally, there is a smaller playground of 2,000 square meters within the college premises. This extensive sports infrastructure supports a wide range of physical activities and athletic training, promoting physical fitness and teamwork among students.

Yoga Facilities

Recognizing the importance of mental and physical well-being, the institution provides facilities for practicing yoga. The institution has allocated space in the open field for yoga sessions and provides 8 yoga mats for student use. This initiative underscores the college's commitment to promoting holistic health and wellness among its students.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 9.04

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
8.80	0.0	1.73	3.80	2.01

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The Central Library of Saheed Kshudiram College is located on the 1st floor of the C-Block of the new building. The college provides information services to the faculties, staff, and students with an open-access system. The library acts as the hub of all the academic activities of the institutes and provides comprehensive access to vast library resources. The library was automated in 2018 with the LMS software KOHA in a cloud environment. KOHA streamlines all its operations, from cataloguing to circulation and providing access to patrons.

Details of ILMS used since 2018-19:

Year	2018-19	2019-20	2020-21	2021-22	2022-23
ILMS	KOHA Ver:18.11.02	KOHA Ver:19.11.01	KOHA Ver:19.11.15	KOHA Version:20.05.07	KOHA Version:20.11.06

To enhance access to information, the library collocates a wide range of free e-resources, e-journals, and e-books through the library website. These e-resources are accessible from anywhere through our college website (via remote login). The institution also invests in the purchase of books, journals and other resources to ensure that the library collection is up-to-date and relevant to the course curriculum provided.

Details of expenditure for purchase of books/e-books and subscription to journals/e-journals during last 5 years (INR in Lakhs):

Year of Expenditure	Expenditure on the purchase of books	Expenditure on journal subscription	Expenditure on subscription to e-books & e-journals	Total expenditure
2018-19	2.158	0.036	0.059	2.253
2019-20	0.510	0.158	0.059	0.727
2020-21	0.283	-	0.059	0.342
2021-22	-	-	0.059	0.059
2022-23	1.660	0.093	0.059	1.812

Library facilities:

- The library website of the institute is functioning 24 x 7 hours to provide digital content.

- Library WEBOPAC (database of the library) service can be accessed via the internet, hence our user community can access the catalogue from anywhere at any convenient time.

- Library has subscribed to NLIST consortia of INFLIBNET (a college component of the e-Shod Sindhu consortium) with access to 6,150 e-journals and 31,64,309 e-books over the globe.

- The book database of the library holds 13052 entries.

- A free Wi-Fi facility with 100 MBPS broadband is available on the library premises.

- The library subscribes to 10 hard copies of scholarly journals and 8 periodicals.

- The library subscribes to print newspapers in English, Bengali and Hindi. Electronic versions of the newspapers are also available in the library webpage.

- The library is under constant CCTV surveillance to maintain the security of the library properties.

- Bar coding of books is going on by the members of the library (in-house) with the help of our students.

Total footfalls in the library over the last 5 years (Only Students):

Year	2018-19	2019-20	2020-21	2021-22	2022-23
Total footfalls	11967	9461	online	8333	12566
Average	63.65	50.85	-	70.62	63.32

Library activities:

- Arrange a user orientation program annually for new students, to make them more familiar with the services provided by the library.

- Arrange a library day program on August 31st each year.

- Provide the Best User Award to students and faculties of the college to inculcate and encourage a good reading habit among them.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The IT infrastructure in the college comprises wired and wireless networks to ensure robust connectivity. The wired network offers a speed of 110 Mbps through Alliance Broadband, with a download speed of 38.92 Mbps and an upload speed of 94.50 Mbps. The connection, provided by Alliance Broadband Services Pvt Ltd, Kolkata, uses the IP address 103.249.4.50 and maintains a ping reaction time of 17 ms idle latency, 22 ms download latency, and 76 ms upload latency. Additionally, a 100 Mbps Wi-Fi network is enabled by BSNL under a special state government initiative, providing FTTH connectivity across the campus to students, faculty, and staff.

Network security is fortified through firewalls, intrusion detection systems, encryption protocols, and Quick Heal Total Security Antivirus on major computer systems in administrative and library sections.Our computer labs and classrooms are well-equipped with 43 workstations featuring brands like HP, Lenovo, and AOC. These desktops are configured with Intel i5-10400 CPUs, 8GB DDR4 RAM, 512GB SSDs, and 1TB HDDs. Additional components include MSI H410M motherboards, Microtek UPS, Zebion cabinets, Lenovo wireless mice, and Mente USB keyboards. For enhanced teaching and learning experiences, we have integrated seven smart TVs and two projectors into our classrooms. The smart TVs include one LG 75" TV and six Hyundai 65" TVs, all supporting live webcasting with advanced audio-visual capabilities. These setups are complemented by free software such as MySQL, MS Office, Corel Draw, and more, facilitating various academic activities.

Our Learning Management Systems (LMS) utilize platforms like Moodle, Canvas, Zoom, Google Classrooms, and Blackboard to manage course materials, assignments, and communication, especially during the pandemic. We support virtual classrooms with ten latest-configuration computers and headphones, along with 4K HD interactive panels to facilitate synchronous and asynchronous learning.

The Library Management System has been updated to KOHA software, version 21.05.08.000, providing a comprehensive digital catalogue. The library's independent website offers access to e-books, journals, academic resources, institutional repositories, and student and faculty zones. Barcoding of all books has

commenced to streamline management.

Administrative systems include Student Information Systems (SIS) for managing student records, registrations, grades, and financial transactions using the Student+ software. Human Resources Management Systems (HRMS) handle employee records, payroll, and administrative workflows through the Integrated Financial Management System (IFMS) portal.

Our data centres ensure centralized storage and management of institutional data securely. We leverage cloud computing for scalable storage, computing power, and software services, including KOHA software.

Security and surveillance are enhanced with 45 CCTV cameras monitoring campus areas, connected via POE switch to the HIK Connect App and GC MOB app. Access control is reinforced through fingerprint access using real-time software for monitoring employee entry and departure.

Technical support and helpdesk services are provided for hardware, software, and network issues. The institution's dynamic website, managed by M9 IT consulting services, has transitioned to the (.ac.in) domain, supported by a cloud VPS with 4GB of memory, 2 vCPUs, an 80GB SSD disk, and 4TB of transfer capacity.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 446.35

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 17

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 34.85

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
14.59	07.78	06.84	14.07	19.70

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 55.6

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4076	3169	4034	4533	2324

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

1. *Soft skills*
2. *Language and communication skills*
3. *Life skills (Yoga, physical fitness, health and hygiene)*
4. *ICT/computing skills*

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 4.47

5.1.3.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
110	238	321	228	560

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 3.66

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
54	53	66	20	0

5.2.1.2 **Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1250	1179	1375	909	567

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 0

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University /

state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 4

5.3.1.1 *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
04	0	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 15.2

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
27	11	11	12	15

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The Registration of the Alumni Association was obtained under the WB Society Registration Act of 1961 and the association was certified to be registered on June 18, 2024. The Alumni Association serves as the bridge between the cherished past and the promising future of our alma mater. The Association serves as a powerful platform for networking, mentorship, and career development. Organized virtual and in-person events provide opportunities for graduates to connect with each other, share experiences, and offer guidance to current students navigating their educational and professional paths. It actively contributes to the college's future through initiatives that support scholarships, infrastructure development, and academic programs.

Vision and Mission: of the Alumni Association

- To foster a strong and connected community of alumni committed to the growth and success of SaheedKshudiram College, Alipurduar, contributing positively to society.
- To facilitate meaningful engagement among alumni, current students, and the institution, creating opportunities for networking, mentorship, and support. The Alumni Association is dedicated to preserving the legacy of SaheedKshudiram College and enhancing the overall educational experience.

Powers and Functions:

- Facilitate connections between alumni for professional and personal development.
- Collaborate with the college to create platforms for alumni networking events.
- Establish mentorship initiatives to support current students in their academic and career endeavours.
- Connect experienced alumni with students seeking guidance in specific fields.
- Organize virtual and in-person alumni reunions and events to strengthen bonds among alumni.
- Promote participation in college events and activities.
- Coordinate fundraising efforts to support scholarships and financial aid programs for current students.
- Encourage alumni to contribute to the development and improvement of college infrastructure.
- Maintain regular communication channels to update alumni on college news, events, and achievements.
- Utilize social media and other platforms to keep alumni informed and engaged.
- Acknowledge and celebrate the achievements of alumni in various fields.
- Establish awards or recognition programs to honor outstanding contributions.
- Provide feedback and suggestions to the college administration for continuous improvement.
- Act as ambassadors for the college in the wider community.
- Maintain an updated database of alumni contact information for effective communication.
- Ensure the confidentiality and security of alumni data.
- Develop and adhere to a constitution outlining the structure, roles, and responsibilities of the

Alumni Association.
- Conduct periodic meetings and elections for leadership positions.

The association primarily focused on ensuring an all-around supply of potable water on the campus and renovating the classrooms and fields of the college. It was a go-to to facilitate learning by extending comfort to the students and making learning a joyful experience rather than a rote one. The alumnus also participates keenly in conducting free classes for the students and helps in the smooth conduct of semester exams. We are optimistic that our institution will endeavor to arrange more camps and programmes to make contributions to societal welfare and the all-round development of our institution as a whole.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The institution's vision and mission serve as guiding principles for its functionality. The vision emphasizes equity and inclusion, holistic development, community engagement, environmental sustainability, local empowerment with global engagement, and inclusivity and accessibility. Besides, the mission focuses on empowerment through education, promotion of diversity and inclusion, academic excellence and innovation, community engagement and social responsibility, environmental stewardship and sustainability, promotion of entrepreneurship and employment opportunities, cultural preservation and heritage conservation, continuous improvement and quality assurance, and global engagement and collaboration.

The administration is decentralized so that decisions are made collectively through periodic meetings per the institutional perspective plan, which covers the institution's short- and long-term goals. Under the direction of leadership of the Governing Body and the Principal of the college, the IQAC formulates policies on various academic and administrative activities in consultation with the Teachers' Council, various committees and feedback from the stakeholders. A committee system has been established following the institution's vision and mission to facilitate the distribution of all academic, administrative, co-curricular, and extracurricular activities among the teaching facilities and non-teaching teachers and staff. Additionally, the Office of the Principal handles administrative tasks with the assistance of subcommittees made up of non-teaching staff members and instructors.

A brief description of the Committee System's function will make it clear how the institution's governance is decentralized and allows its members an opportunity to participate in it. All committees consist of the Principal, the Teachers' Council Secretary, and the IQAC Coordinator as ex-officio members. They all supervise the committees' overall performance over the academic year. The committees report to the principal annually and conduct meetings regularly. Regular meetings of the Teachers' Council are conducted to discuss and decide on any significant issues. The IQAC of the College has developed Strategic Planning for both long and short term under the supervision of the Head of the Institution and duly authenticated by the Governing Body. The perspective plan has been executed by different committees like Library Committee, Campus Infrastructure Committee, Admission Committee, Campus Infrastructure Committee, Internal Complaint Cell etc.

Academic Affairs:

The **Academic affairs** of the College are executed with the help of the routine committee, Examination Committee, Seminar committee, and Publication committee. Besides, the Anti-Ragging Cell, Grievances Redressal Cell, Internal Complaint Cell, Guidance, Counseling and Mentoring Committee, Scholarship

and Financial Assistance Committee etc. are also involved in different ways.

Students' support and activity:

The College has Students' Affairs Committee, Placement Monitoring Cell, Cultural activities Committee, College Sports and Games Committee, NSS Advisory Committee, Career Counseling Cell, Students Feedback Committee, and Student Welfare Committee.

Students and staff welfare:

Grievance Redressal Cell, Internal Complaint Cell, SC/ST, Anti-Ragging Cell, Placement Cell, Guidance, Counseling and Mentoring Committee, Scholarship and Financial Assistance Committee, Capacity Enhancement Cell, Career Counseling Cell etc.

The college has a Website Committee, IT Infrastructure Committee, E-Content Cell, etc.

Furthermore, the college authority has successfully implemented a 4-year undergraduate programme focusing on skill development, distance/online learning, and multidisciplinary education. Additionally, the college has introduced more short-term certificate/add-on/value-added courses following requirements and has taken other necessary steps by aligning its vision and mission with the goals outlined in the NEP.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

As a government-aided institution, this college functions under the purview of the statutes, orders, and arrangements of the affiliating university, the Department of Higher Education, the Government of West Bengal, and the University Grant Commission. As a result, the regulations established by these bodies govern the administrative setup, appointments, service rules, and policies. Except for the SACT, the faculty members of this institution, including the principal, are members of the substantive category. They were appointed by the governing body based on the recommendation of the College Service Commission of the West Bengal government, in compliance with the UGC's guidelines. However, the appointments of SACT teachers were guided by GO No.208l-Edn (CS)/10M-83/2019 Date: 23/12/2019.

In line with the college's vision and goal, the institutional organogram presents democratic, decentralized, and participatory governance. The administration of the college is led by the principal/TIC. Development plans or strategies are outlined by the principal or TIC in consultation with the governing body and IQAC of the college. The Teachers' Council and College Office assist in implementing these strategies. All substantive teachers are members of the Teachers' Council, led by the Principal/TIC and the Secretary, Teachers' Council (TCS). Heads of Departments (HODs) follow. The head clerk's office and the students' union are also vital positions. Various committees, such as the Service Book and Career Advancement Committees, work to implement government policies and plans regarding employment and service conditions. The SC/ST Cell, Anti-ragging Cell, Anti-Sexual Harassment Cell, and Women's Cell ensure a safe campus environment. The Sports and Cultural Committees conduct major intra- and inter-college events annually. The Website Committee works to keep the college website updated.

The Governing Body, being the highest administrative body, monitors and supervises the institution's functioning in coordination with the Principal, in keeping with the statutes of the affiliating university, UGC, and the Higher Education Department of the Government of West Bengal. The governing body consists of the principal, teachers' representatives, non-teaching representatives, student representatives, and members nominated by the government and affiliated universities, representing a democratic structure.

The principal/TIC, as the head of the institution, implements policies adopted by the governing body with the help of teaching and non-teaching staff. Heads of different departments maintain close coordination with the principal.

The Admission Committee supervises the smooth admission procedure of the students, following state government instructions. The Purchase Committee disburses allotted grants under the supervision of the Teacher-in-Charge. The Library Committee arranges for procuring new books and journals as requested by different departments. The promotion of teachers is processed through the CAS Committee under the supervision of the principal/TIC, IQAC, and the governing body. The NCC, NSS, Sports Committee, and Cultural Committee encourage student participation in various social and co-curricular activities at the state and national levels.

For academic excellence, the Teachers' Council, comprising all substantive teachers, plays an important role in planning and executing different academic activities through regular meetings and approval of the governing body.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Performance Appraisal System for College Employees:

For qualitative development, a yearly self-appraisal of the teaching and non–teaching staff of the college is conducted for a better understanding of their weaknesses and strengths. The appraisal is also conducted through offline and online feedback of students, and external expert's assessment through the academic audit.

Welfare Measures:

Teaching staff have the option to participate in the "West Bengal Health Scheme for the Beneficiaries of Grant-in-aid Colleges and Universities 2017," by most of the teachers appointed on a substantive basis and librarians.

The non-teaching staff and state-aided Aided college teachers enjoy the benefits of the "West Bengal Swasthya Sathi Scheme."

The college provides festival bonuses in advance from the college development fund before the festival to employees on request with 0% interest and recovers the same in easy EMI instalments.

Loan facilities from the Government Provident Fund are made available when required by employees as per government rules.

The college facilitates the casual non-teaching staff with a contribution of 12 percent of their salary as EPF provided by the college development fund

Avenues for career development:

The college authority encourages the teachers to participate in OP, RC, and short-term courses, as different workshops for their professional development, like promotion under CAS and enrichment in research activities.

The faculty member submits the filled-in prescribed proforma for promotion under CAS to IQAC through the CAS committee for approval by the governing body. A forwarding letter is sent to the Higher Education Department and affiliated university for government nominees and subject experts, respectively, by the head of the institution. After screening or selection, the applicant is promoted by the DPI, Govt of West Bengal, to the next stage as per the UGC pay scale.

The institution, for the benefit of employees, implements GPF, Gratuity and encashment of Earned leave for retired employees

Retirement Benefits and Leave Rules:

The employees of the college are eligible for casual leave and earned leave as stated in the University Statutes to which the college is affiliated.

Maternity Leave, Child care Leave and Paternity Leaves are also granted to faculty members as per the requirement

Duty leaves are granted to the teaching staff members to participate in various seminars, workshops, and conferences as per government norms. For non-teaching staff duty, leaves are granted for performing college-related work.

Study Leaves are also sanctioned as per requirement.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 0

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 7.26

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	10	03	00	02

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
20	21	22	22	22

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The institution's administration seriously emphasizes all the financial affairs related to the college's functioning. Every financial transaction is performed in concurrence with the decisions and approval of the governing body and is completed while maintaining proper process as per norms through the Purchase/Finance Committee of the college.

1. The funds raised by the college include online fees from the students, which are utilized with the assistance of the Finance Committee and the Governing Body.
2. The salary, received through online HRMS, is mobilized with transparency.
3. The research grants received are monitored by the Research Committee, and the utilization reports are acquired from a Chartered Accountant.
4. The seminar grants received are monitored by the seminar committee, and utilization certificates are acquired from a chartered accountant. Steps have been taken to mobilize funds through sponsoring agencies like ICSSR, ICHR, and so on.
5. Internal audits of all the expenditures are done. The external audit is yet to be finalized by the Government of West Bengal.

All monetary transactions of the college are monitored and mobilized through the governing body and purchase committee of the college. In matters of optional utilization of funds in the form of various grants, the purchase committee monitors, and the head of the institution, in his turn, prepares the utilization certificate, which is then, sanctioned by the governing body. The sanctioned utilization certificate is automatically preserved in the archive of the institution. The college also maintains an annual budget system and an internal-external audit for the effective and efficient utilization of available financial resources.

Conduction of Internal Audit:

1. The college conducts regular audits internally.
2. The internal audit for 2018–2023 is done by A. K. DAS Company.

External Audit Report: The College is government-sponsored. Hence, the external audit has to be done by the auditors sent by the Government of West Bengal. The Department of Higher Education, Government of West Bengal, has not yet finalized the external audit of the college. Hence, the external audit is pending.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

- the college Initiated discussions on MOU initiatives and integrated activities into the academic curriculum. Signed 25 MOUs with industries like tea gardens, educational institutions, local NGOs, and West Bengal State Electricity Distribution Company Limited for solar installation.
- The IQAC has formulated perspective plans under the guidance of short-term and long-term plans for the holistic development of the stakeholders.
- Created feedback forms and schedules, and established protocols for systematic feedback collection and analysis. Formed committees like the Grievance Redressal Cell, ICC, and Anti-Sexual Harassment Cell to analyze and improve the grievance redressal system. Reviewed and formulated action plans for administrative, academic, gender, and green audits.

- The IQAC highlighted issues in library facilities, infrastructure, and ICT resources; and applied for funding for 7 ICT classrooms. The IQAC recommended improvements in library facilities, infrastructure, and ICT resources. Recommended computers for the Science Department. Introduced the GIS laboratory and approved the upgrade of the GIS laboratory. Purchased lab equipment.
- Digital library facilities like INFLIBNET-NLIST, DELNET and e-resources are developed to provide a repository of articles and e-books for teaching and research purposes
- Drafted and initiated a proposal for the registration of the Alumni Association.
- Processed promotions for 8 faculty members through CAS (3 teachers done). Substantive teachers have participated in 24 RC/OP Programs. The IQAC motivated the teachers to enrol in PhD courses (5 Teachers enrolled and 2 teachers have successfully completed PhD)
- IQAC introduced 8 Add-on Courses. The IQAC took the initiative for the introduction of the Learning Management System (LMS) for effective communication in the teaching-learning process. Efforts have been made to introduce Students' profile mapping so that the college authority gets an idea of the socio-economic status of the students and takes appropriate measures accordingly. Encourages departments to evaluate the attainment of students concerning Course Outcome and program Outcome. The IQAC Sensitizes the departments for organizing Students' seminars and as a result, many departments regularly organize and Initiatives are taken to equip all the departments with at least one ICT-enabled classroom. The IQAC encourages the installation of five smart classrooms in three academic buildings Motivates constantly promotes E-learning. The IQAC developed a plan for remedial classes.
- The IQAC provides the latest information about journals enlisted in Scopus/Web of Science and the UGC Care list and encourages faculty members to publish in those quality journals. The IQAC organizes FDP and national-level webinars on cross-cutting and relevant sub-themes.
- Developed guidelines for student mentoring, and established monitoring mechanisms. With Continuous Internal Evaluation, the student's Profile has been mapped. The semester Evaluation report has been prepared. attainment of the program and course outcomes have been mapped.
- Key initiatives include rotational administrative roles and extensive digitization efforts. Over the next five years, significant progress is expected in constructing new facilities, such as a new building, auditorium, and boundary wall, alongside infrastructure improvements like pavement paths and rainwater harvesting systems.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**

2.Academic and Administrative Audit (AAA) and follow-up action taken
3.Collaborative quality initiatives with other institution(s)
4.Participation in NIRF and other recognized rankings
5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Saheed Kshudiram College is dedicated to promoting gender equality and ensuring a safe, inclusive environment for everyone. The college conducted a thorough gender audit to analyze the gender distribution among their teaching staff, non-teaching staff, and students. This audit demonstrates their commitment to gender equity. Additionally, the college has an Internal Complaints Committee to help maintain a gender-neutral atmosphere that is welcoming to all, including binary and non-binary individuals.

Over the past five years, the Women's Cell, Anti-Sexual Harassment Cell, Anti-Ragging Cell and ICC have organized various sensitization programs, including a webinar on gender issues during the COVID-19 pandemic. The Women's Cell actively develops an Annual Gender Sensitization Plan, outlining activities to be undertaken throughout the year. This plan is made available to the college community through the official website, ensuring transparency and accessibility.

Recognizing the practical challenges faced by female and non-binary students, the college demonstrates its commitment to addressing potential issues and the installation of a 'Vending Machine' in the Girls' Common Room signifies a forward-thinking approach to meeting the specific needs of these students.

The curriculum of the College is designed to enrich students with doses of sensitization on gender issues and related concerns. Subjects like Political Science, English, Bengali, Philosophy, and History delves into topics such as gender rights, human rights, domestic violence, feminism, eco-feminism, women's education, inequality, and women's empowerment. This comprehensive approach integrates gender-related discussions into various academic disciplines, fostering a deeper understanding of societal constructs, literature, and social reforms.

The National Service Scheme at the college contributes to gender equity by organizing awareness programs for villagers, particularly focusing on personal and mental hygiene, food, and nutrition. The NSS volunteers also conduct awareness programs on women's health, addressing issues like domestic violence and sexual abuse. The Unit consistently organizes seminars and gender sensitization programs, both on and off campus. Female students benefit from various government-sponsored schemes, such as Kanyasree Prakalpa and SVMCM. These initiatives, supported by state and union governments, contribute to the empowerment of female students.

Safety measures at the college include on-campus CCTV surveillance, security guards at the gate, and a robust redressal system involving Internal Complaints, Grievance Redressal, and Anti-Ragging

Committees. Separate common rooms for male and female students contribute to a secure and empowering environment. The College's multifaceted approach underscores its dedication to gender sensitivity and empowerment.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: B. Any 3 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Students from diverse religious, socio-economic, and cultural backgrounds take admission to Saheed Kshudiram College every year. The college takes several measures and initiatives to provide an inclusive environment, enhance the understanding and appreciation of cultural, regional, linguistic, and communal socioeconomic diversities and make the students aware of their constitutional rights, duties and responsibilities. Religious and cultural inclusiveness: Each year, different cultural and regional festivals like Basanta Utsav, Raksha Bandhan, and Saraswati Puja are celebrated. Rabindra Jayanti, the birthday of Raja Rammohan Roy, and the death anniversary of Saheed Kshudiram Bose are celebrated every year.

- A bilingual mode of teaching has been adopted by teachers wherever it is required for the students to overcome linguistic challenges

- The college celebrates International Mother Language Day to instill the importance of the mother tongue among students. Teachers and students from different departments commemorate the day through various cultural programs.

- The Department of Sanskrit organizes an "Add-on Course" for all students to improve their spoken Sanskrit communication skills.

- The Department of English offers an add-on course called "Functional and Communicative English" that helps students learn communication skills and creative writing.Communal and socio-economic inclusiveness:

- The institution provides scholarships and free-ship to students from economically backward communities that help them to continue their studies and fulfill their dreams.

- The institution propels NSS, NCC, and Environmental Science different cells to arrange outreach programs in villages around the college to instill the spirit of unity among the students and to make them socially responsible. The college has adopted a village where most programmes are undertaken.

- NSS organizes a 7-day camp in the adopted village and arranges an awareness campaign with cleaning of the area. Students gain experience in the art of group living, interacting with the community without any bias based on religion, social status, or economic background.

- The members of the Women's Cell, Anti-Sexual Harassment Cell, and ICC organize awareness campaigns on gender issues and undertake surveys to assess the degree of socio-economic empowerment of the students and local women.

Sensitization of students and employees to the constitutional obligations:

- The institution has made an effort to imbibe the duties and responsibilities of democracy through the orientation program. The Department of Political Science offers a course called "Democratic Awareness with Legal Literacy" to familiarize students with the details of the legal system in India.

- To remember and pay tribute to the freedom fighters, the stakeholders of the institution celebrate Independence Day, Republic Day, and Netaji's birthday with great grandeur. Students and staff members participate in the cultural programs, parade, and flag-hoisting ceremony.

- Programs during National Constitution Day and of the Electoral Literacy Club make all stakeholders of the institution aware of the values, principles, rights, and duties of the citizens of the country, thereby helping them to become dutiful and responsible citizens.

- The institution has a code of conduct that helps all stakeholders acquire human values.

- To protect and improve the natural environment, the institution involves students in seminars, sapling plantations, biodiversity profiling, and awareness rallies.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

 Practice 1: **Participatory decision-making process**.

Objectives of the Practice

1. To involve the staff and students in the decision-making

2. To ensure transparency in both academic and administrative activities

3. To democratize the whole governing process of the college.

The Context

The vision of the college is to transform our college into a center of excellence in the arena of Higher Education and contribute to the inclusive development of the country by generating quality human resources. The college aims to impart inclusive education inculcating human values, professionalism and critical thinking among the stakeholders irrespective of caste class and gender. To achieve the vision and mission, a healthy institutional culture demands a **participatory decision-making process** across the stakeholders.

The Practice

The participatory decision-making process plays a crucial role in fostering inclusive governance and student engagement. This approach involves actively involving students, faculty, and administrative staff in the decision-making process of the college. The college ensures the participatory decision-making process for all stakeholders in a multi-dynamic way through the rotational representation of members, conveners and coordinators of different cells/committees, and heads of different academic and administrative fields at regular intervals. The organogram displayed on the college website clearly explains the structure and relationship among different organs of the institution, which reduces the conflict of interest among different bodies. Regular meetings and feedback mechanisms are established to facilitate dialogue and collaboration among stakeholders. The decisions are resolved unanimously in the meeting of different committees and channeled to the higher authority through proper channels for approval.

The college welcomes and pays value to the opinions of the stakeholders. The Teacher's Council of the college is the statutory body where a new Secretary of the teacher's council is selected every year rotationally based on seniority. HoDs are also selected rotationally for two years. Besides, the conveners of different committees, like the admission committee and examination committee, are also selected in the same way. The coordinator **of** the IQAC was also selected rotationally for two years. This helps the young faculty members of the institute to lead **and** translate their creative ideas into reality for the benefit of the institute and society. Decisions are taken unanimously due to the participation of all stakeholders, resulting in a hassle-free, friendly ambience **for the** teaching and learning process.

Students of the college successfully organize the annual fresher's welcome, annual social programs**,** Saraswati Puja**,** NSS/NCC Special Camp, and Extension Programs throughout the years. During the pandemic, the NSS volunteers of the college played a leading role in different quarantine centers, authenticating the benefit of the implementation of the **participatory decision**-**making approach** in the college.

Problems Encountered and Resources Required

Very often, the lack of expertise among stakeholders may lead to decisions that are not well-informed. Resource constraints and resistance to change further impede the effectiveness of this approach.

Practice 2: **Mentor-Mentee System: Be with the Students**

Saheed Kshudiram College implemented the Mentor-Mentee System following the participatory decision-making approach from 1st July 2020 onwards.

Objective

To enhance and ensure sustainable teaching and learning in the college for the benefit of the students.

To detect slow and advanced learners to promote equity and justice

The Context

The vision of the college is to transform our college into a centre of excellence in the arena of Higher Education and contribute to the inclusive development of the country by generating quality human resources. The college aims to impart inclusive education inculcating human values, professionalism and critical thinking among the stakeholders irrespective of caste class and gender. To achieve the vision and mission, a healthy institutional culture demands a participatory decision-making process across the stakeholders. Besides this, huge numbers of students in the college are admitted from underprivileged socio-cultural and economic contexts, which leads to inequality in the learning process.

The Practice

The Mentor-Mentee guidelines aim to create a constructive environment for effective mentorship, fostering a culture of continuous improvement and growth for both students and teachers. This system comprises two types of Mentors:

1. External Mentors (Teachers from other Departments)

2. Internal Mentors [Teachers (Both Substantive and SACT) from the concerned department].

Students from different honors streams are designated as mentees.

1. Each department has an external mentor from another department. The selection of external mentors is done in the Teachers' Council meeting, and their term is for 2 years.

2. Internal mentors appointed in the departmental meeting of the concerned department.

Student Allotment Procedures for Internal Mentors:

A. In the CBCS System, semester-wise students are assigned to internal mentors.

B. Responsibility is distributed among the internal members to ensure equality and maintain quality.

Internal Mentor Observation:

1. Internal Mentors of the Concerned Classes address all students' grievances under their mentorship and report to the HOD.

2. Internal Mentors of the Concerned Classes arrange Remedial classes for slow learners.

3. Internal Mentors also ensure the proper execution of the Routine, Academic Calendar, and Departmental Seminars for the Concerned classes or groups under their mentorship.

Evidence of success

Various departments successfully detected slow, average, and advanced learners based on their class responses, assignments, and cumulative internal evaluations. Slow learners are given more attention with regard to remedial classes and re-explanation of various topics. Additional Study materials and notes were circulated to the Slow Learners. Average Learners were supplied substitute study materials and notes. Advanced learners are provided with additional books and references, as well as e-resources.

Besides, it is found that the students are sharing their problems, ambitions, and needs with the mentors transparently. For example, an internal mentor of the Department of Geography collected autobiographies from the students and discovered the real issues of a few slow learners. The students were provided mental and academic support to overcome their issues.

Problems Encountered and Resources Required

Due to the poor teacher-student ratio, the college has failed to implement the system for general and program course students. The college is trying to implement the system for all the students in the near future.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

The institutional distinctiveness of Saheed Kshudiram College, Kamkahyaguri is vividly illustrated through a thorough examination of quantitative data spanning five academic years, from 2018-19 to 2022-23. Over this period, our commitment to diversity and inclusivity is evident in the consistent representation of rural students, comprising an average of 85% of our student body. Similarly, the rise in female enrollment, from 53% to 57% on average, underscores our dedication to gender inclusivity and empowerment.

Moreover, our institution's profound impact on students from economically disadvantaged backgrounds is reflected in the substantial presence of students from BPL cardholder families, averaging 23%. Despite facing socio-economic challenges, our students have achieved remarkable academic success. The percentage of students attaining First Class distinctions has steadily increased from 48% to an impressive 63% over the observed period, indicating our unwavering commitment to academic excellence and student support.

Furthermore, our college plays a pivotal role in fostering social equity and inclusion, with an average of 54% of students belonging to Scheduled Castes and Scheduled Tribes. Through tailored interventions and support mechanisms, we empower every student to overcome barriers and realize their full potential. Our data-driven approach ensures that educational strategies are finely tuned to address the unique needs of our diverse student demographics, enabling them to thrive academically and beyond.

The college's profound impact on the production of the 2023 results is evident when considering the socio-economic profile of its students from the academic year 2022-2023. With 90.8% of students hailing from rural areas, the institution's commitment to academic inclusivity is showcased through tailored support programs designed to address rural-specific educational challenges. Furthermore, with 55.9% of the student body being female, the college likely prioritized gender equity initiatives to ensure equal opportunities for academic success. Financial assistance programs, aimed at supporting students from economically disadvantaged families, were likely instrumental, especially with 8.2% of students coming from Below Poverty Line (BPL) cardholder families. The college's engagement with marginalized communities is also evident, with significant percentages of students belonging to Scheduled Castes (39.5%) and Scheduled Tribes (9.6%). Moreover, data-driven decision-making processes, informed by the 2022 student profile and academic performance data, likely played a crucial role in identifying areas for improvement and tailoring interventions, contributing to the 2023 results.

Over the last five years, the college has provided substantial financial support to students through scholarships and free ships, benefiting a total of 18,136 students with an overall distribution of 119,804,400 INR. Each year, the number of beneficiaries and the amount disbursed have varied, with a significant peak in 2019-20 where 4,533 students received 26,939,600 INR, and the highest amount distributed in 2022-23 at 30,198,000 INR for 4,076 students. The data indicates a general upward trend in both the number of students supported and the funds allocated, despite some fluctuations. This consistent government assistance highlights the crucial role of financial aid in supporting students' educational endeavours, reflecting the state's commitment to fostering educational opportunities and reducing

financial barriers.

Besides, Saheed Kshudiram College attracts students from various ethnic backgrounds, creating a microcosm of India's diverse cultural landscape. The student body includes individuals from Bengali, Rava, Rajbanshi, Toto, Mech, and Tribal communities. Each group brings unique traditions, customs, and perspectives, contributing to a dynamic and inclusive campus culture. Known for its rich literary and cultural heritage, the Bengali students contribute significantly to the cultural activities and intellectual discourse at the college. The Rava students bring their distinct cultural practices and traditions, enhancing the college's diversity. With their unique cultural identity, Rajbanshi students add to the college's multicultural fabric. As one of the indigenous communities, Toto students offer insights into their unique way of life and traditions. The Mech students contribute their distinct cultural and social practices. Students from various tribal backgrounds enrich the college with their diverse customs, languages, and traditions.

The linguistic diversity at Saheed Kshudiram College is equally remarkable. Each ethnic community has its own language, contributing to a multilingual environment that promotes linguistic inclusivity and learning. As the dominant language of the region, Bengali is widely spoken and serves as a common medium of communication. Rava, Rajbanshi, Toto, Mech, and Tribal Languages: These languages are spoken within their respective communities, preserving linguistic heritage and fostering intercultural communication.

The cultural diversity at Saheed Kshudiram College is evident in the various cultural identities and traditions represented on campus. Students celebrate their distinct festivals, participate in cultural events, and share their customs, fostering a rich cultural dialogue. Saheed Kshudiram College's cultural distinctiveness, marked by ethnic, linguistic, and cultural diversity, creates a unique and enriching educational environment. This diversity not only enhances the academic experience but also prepares students to thrive in a multicultural world, fostering a spirit of inclusivity, respect, and mutual understanding.

In essence, the institutional distinctiveness of the college is not just reflected in academic outcomes but in the transformative journey of each student. Empowered by education, they transcend socio-economic constraints and contribute meaningfully to society. As we continue this journey guided by our commitment to excellence and inclusivity, we remain steadfast in our mission to shape future leaders, irrespective of their background or circumstances.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

During the 1st cycle of NAAC assessment, the college was accredited with a B grade (dated: May 2, 2017) with a score of 2.19. The college has increased the number of classrooms, ICT-enabled classrooms, and books in the library, registered the alumni associations, and has taken the initiative to open PG courses as per the recommendations of the 1st cycle of the NAAC assessment.

Concluding Remarks :

Saheed Kshudiram College has built unparalleled strides since its establishment in 1996 to spread quality higher education among the rural and socio-economically backward base of North Bengal. From an unsung beginning in two rooms of Kamakhyaguri High School with 79 students, today, it has grown manifold, nestled in a massive 6.77-acre campus catering to 7,588 students. The college has overcome many uphill tasks and grown into a mighty seat of learning with various programs in Arts and Sciences.

It is a strong college in mentor-mentee relationships, academic excellence since its inception, good enrollment, and a fully equipped campus with ICT-enabled classrooms, a big playground, and a digitized library. On the other hand, it is combined with many challenges: inadequate faculty, financial constraints for students, and some infrastructural deficiencies. Yet, growth opportunities are not less in strengthening library and laboratory resources, expansion in academic programmes, and research and community engagement during obstacles.

The governance of Saheed Kshudiram College focuses on inclusivity, community engagement, and academic excellence. Its decision-making process is in a decentralized form that requires wide participation from all its stakeholders for the fulfilment of its vision and mission. The commitments of this college regarding gender equality, sustainable practice, and continuous improvement in teaching-learning processes reflect their commitment to the creation of a supportive and progressive educational environment.

Saheed Kshudiram College aims to further scale the ladder of academic excellence and create better infrastructural facilities. It proposes to introduce more postgraduate courses to cater to the ever-changing needs and aspirations that have evolved in the educational and employment goals of the newer generation.

The vision of Saheed Kshudiram College for the future also places a greater emphasis on sustainability and community engagement. The practice of greenness and initiatives for sustainable development shall promote further greening of the campus. The development of community outreach programs will be done in such a way as to build up and enhance the role of the college in regional development, making sure that the fruits of education and progress hurtle beyond the campus boundaries.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.4.1	*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*
	
	        Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website
	        Answer After DVV Verification: C. Feedback collected and analysed
	        Remark : As per clarification received from HEI, thus DVV input is recommended.

2.6.3	**Pass percentage of Students during last five years (excluding backlog students)**
	
	    2.6.3.1. **Number of final year students who passed the university examination year wise during the last five years**
	        Answer before DVV Verification:
	
		2022-23	2021-22	2020-21	2019-20	2018-19

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1271	1443	1375	909	749 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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1250	1179	1375	909	567 |
				
				    2.6.3.2. **Number of final year students who appeared for the university examination year-wise during the last five years**
				        Answer before DVV Verification:
				
				| 2022-23
					2021-22	2020-21	2019-20	2018-19

---	---	---	---	---
1470	1545	1418	1336	1583 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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1439	1278	1418	1336	964	 Remark : As per clarification received from HEI, thus DVV input is recommended.

3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**
	
	    3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**
	        Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	17	5	6	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	10	0	2	5

Remark : As per clarification received from HEI, and calender year to be considered, thus DVV input is recommended.

3.3.2	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

3.3.2.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	8	1	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	6	1	1	0

Remark : As per clarification received from HEI, and calender year to be considered, thus DVV input is recommended.

3.4.3	*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years*.

3.4.3.1. **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	07	18	07	06

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	02	02	01	02

Remark : As per clarification received from HEI, and excluding days celebration, awareness programs on generic themes, thus DVV input is recommended.

4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9.46	0	1.93	4.14	2.02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8.80	0.0	1.73	3.80	2.01

Remark : As per clarification received from HEI, thus DVV input is recommended.

4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42.07	31.22	19.63	32.71	37.52

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14.59	07.78	06.84	14.07	19.70

Remark : As per clarification received from HEI, thus DVV input is recommended.

5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
54	53	66	20	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
54	53	66	20	0

5.2.1.2. **Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1271	1443	1375	909	749

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1250	1179	1375	909	567

Remark : As per clarification received from HEI, thus DVV input is recommended.

5.3.1	**Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years** 5.3.1.1. *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years* Answer before DVV Verification: | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | 21 | 0 | 0 | 0 | 0 | Answer After DVV Verification : | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | 04 | 0 | 0 | 0 | 0 | Remark : As per clarification received from HEI, thus DVV input is recommended.
5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)** 5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years** Answer before DVV Verification: | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | 44 | 15 | 17 | 32 | 32 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	11	11	12	15

Remark : As per clarification received from HEI, and All activities conducted under an event will be counted as one event, thus DVV input is recommended.

6.3.3	*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	11	8	0	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	10	03	00	02

6.3.3.2. **Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	21	22	22	22

Remark : As per clarification received from HEI, thus DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7588	7482	6980	5866	4998

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7588	7482	6980	5866	4703